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Editorial

The Faculty of Education of Divine Word University (DWU) is delighted to present this third edition of a DWU Education Research Journal. It contains a selection of papers from the Faculty's third research symposium, which was held at the Madang campus on the 24th September 2021 and live streamed through the internet. Readers can access the articles on the Faculty page of the University's web site, www.dwu.ac.pg. Presenters were students studying full-time in the Master of Educational Leadership program.

Unlike previous years, 2020-2021 will be remembered for the impact of the Coronavirus-19 pandemic. To prevent the spread, teachers and students were asked to wear masks, wash hands often, maintain social distancing and not shake hands when greeting people. This had implications for data collection field work as well as for the 2021 research symposium.

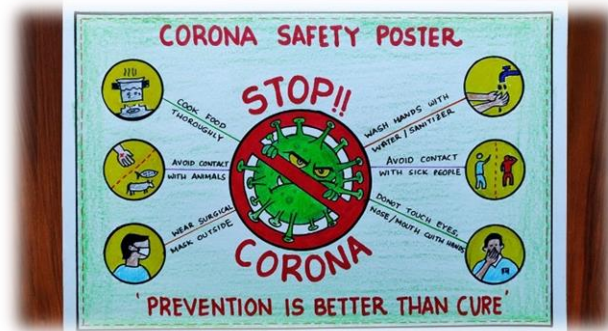


Figure 1. Covid 19 safety measures

With skills and support of ICT officers, the 2021 DWU Faculty of Education research seminar utilized Zoom technology and Facebook, and was live-streamed globally with viewers from many international locations. The presenters for the 2021 research symposium were Madang based as it was considered unwise for people to travel to Madang during the pandemic. Mrs Grace Warua was the Research Coordinator for the Faculty of Education and is congratulated on the success of the symposium.

As always, the research topics were interesting and relevant for current educational issues in Papua New Guinea. The presenters were students in the full-time Master of Educational Leadership program and had a range of background experience. This included being primary or secondary school teachers, a lecturer in a teacher's college, a basic education inspector, or a provincial elementary coordinator.

Professor Pamela Norman OL
Order of Logahu recipient 2019

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Parental involvement in school affairs: A case study of Luf Primary School of Manus Province in Papua New Guinea

Yokin Palou Pokawin

Abstract

This study investigated parental involvement to support children's schooling at Luf Primary School of Manus Province in Papua New Guinea. It is a remote school on an island that takes six hours to reach by out-board motorboat from Lorengau, the capital of the Manus Province. Motivation for the research came from concern being expressed about cooperation between parents and teachers to address declining results of grade eight students. This research was a case study. Purposive sampling was used to select the research site and the ten participants. The participants were either teachers currently teaching or had previously taught at Luf Primary School. Mixed methods were used to collect data by questionnaire and interviews. The scholarly work found that there was overwhelming support for parents to get involved in school affairs as well as supervising their children's school work at home. It also rectified the education system could do more to provide guidance to teachers and schools to work with parents in the interest of improving academic results. It is argued that children's performances can only improve through collaboration of all stakeholders towards their own children's learning.

Key words: assessment and reporting policy (A&RP), behavior and management policy (BMP), board of management (BOM), division of education (DOE), honorable (Hon), parents and citizens (P&C), Papua New Guinea (PNG), student representatives' council (SRC),

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Introduction

Discipline problems are a real concern in many schools throughout PNG. Parents' as first educators should take responsibility over their children's discipline. They must take an active role in enhancing students' learning by their own environment at home. The behaviour management policy is a document produced in 2009 by the Department of Education (DOE) towards effective management of behaviour issues in schools. It clarifies the roles, rights, responsibilities of schools, parents, guardians, teachers and students in providing student discipline and raising standards. It is in line with the national visions and goals that are focused in producing educated, responsible skilled citizens who would contribute productively towards nation building (DOE 2009, p.4).

Parents as key stakeholders in partnership with education have a responsibility to play regarding discipline issues. Teachers and parents are partners and have to play their part in the children's education. However, possible explanations for the parents' lack of involvement to their child's discipline still remains unknown.

Conceptual map

A conceptual framework is a tool used by researchers that enables them to find links between existing literature and their own research goals (Haralambos, M., & Holborn, M. 2008). Figure 2.1 illustrates the themes which will be used to explore literature in relation to the topic of parental involvement in school affairs.

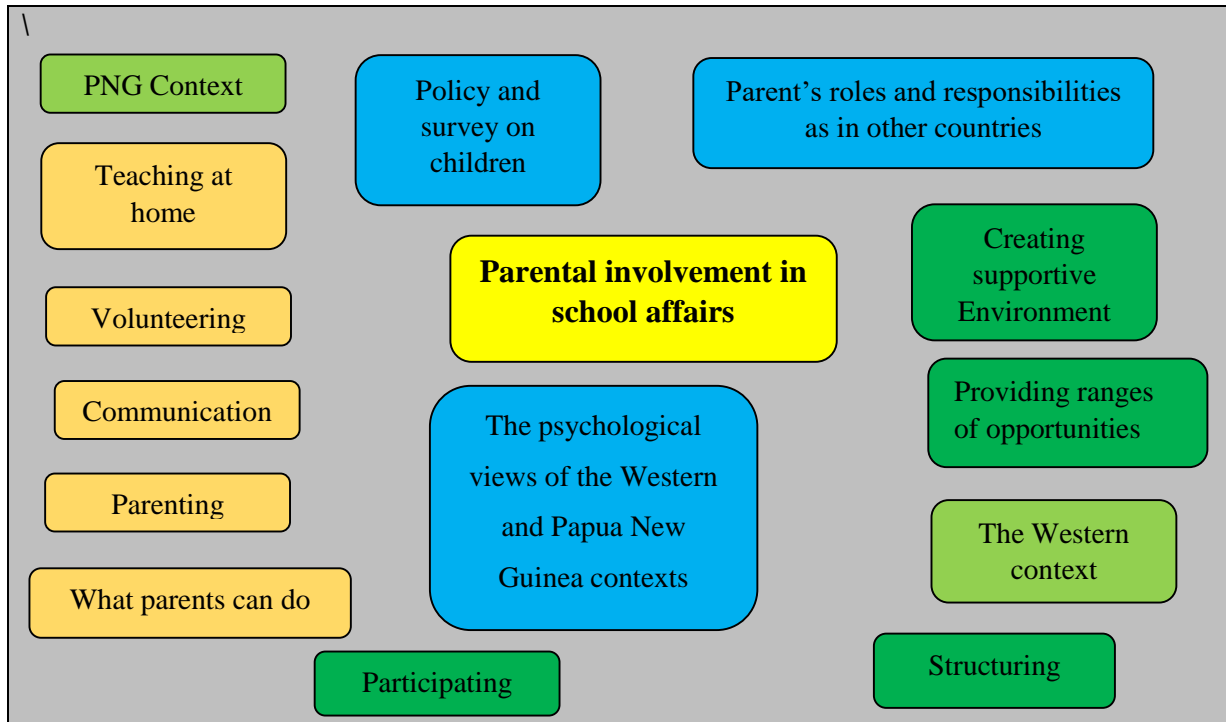


Figure 1. Conceptual map for the literature review

Aims of the research study

The study aims to;

- identify parents' roles and responsibilities towards their children's education
- highlight challenges faced by parents' and teachers in remote locations
- propose possible solutions to the challenges
- suggest possible improvements to the parents' roles and responsibilities that would enhance student learning.

Research questions

The study addresses this key question; *How are parents involved in the affairs of Luf Primary School in Manus Province?*

Subsidiary questions:

1. *What are the challenges teachers encounter that needs parents' engagement in the management of school issues?*
2. *What are the impacts of parents' involvement in school functions?*
3. *How can challenges be addressed to improve parental involvement in school affairs?*

Policy and survey on children

Most countries of the world adopted policies to address children's rights. For example, in the behaviour management policy for the national education system of Papua New Guinea (2009), it is clear that "basic rights of children like education, health and survival must be protected from all forms of abuse that can be taken by parents within the family settings" (p.10). Then children will be well educated. The United Nation Bills of Rights in the Britannica Encarta (2009) reaffirms that, "every individual person has rights to speech, freedom and views" (p.45). Meaning, they can say what they want with regard to issues in life. They can say and make decisions on issues that they do agree or do not agree with. They should not be abused in the process of decision making, for example, sexual abuse or physical abuse by parents. Children are persons who have those rights. If practiced by parents, children's relationships at home will enhance their academic performance at school.

The children can support development and contribute meaningfully if given the right type of education. The United Nation Development Program (2009) maintains that "youths can play vital roles in economic, social and human

development” (p.51). The England Policy of Democracy (1963) in Goodlad (1966), also urges that, “humans have rights to education protection and survival” (p.66). Therefore, adolescents should be integrated with sustainable human development activities which cater for all aspects of a human person. In other words, they should be well educated. They are children and parents should protect them and fulfil their rights.

Parents must create opportunities for children to develop and promote meaningful participation in societies. For example, create opportunities for children to participate through their talents in music, drawing and playing. The United Nations Educational Service Co-operation and Organization Report (1971 & 1972) supports that, “poor health and education in children is directly a lack of education from parents” (p. 46). This means, parents, being the first teacher of the child, did not impart relevant knowledge, skills and values. The civic and moral values, which are the vital fabric of society, were not taught to children to be productive and responsible citizens of the school and community. These roles and responsibilities if performed by parents would improve students’ attitudes, both academically and socially.

Moreover, a survey published in July 1966 called The Equal Educational Opportunity Survey’ by J. S. Coleman in the United Kingdom found that, “family background, not the school was the major determinant of students’ achievement” (Davis, 1976, p.25). Parents being the internal stakeholders are the most capable people to plan and implement changes needed to fulfil the learning for all concepts or Universal Basic Education for all in the PNG context.

Furthermore, another survey conducted by Edmonds, Brookover and Lezotte in elementary schools and high schools in the United Kingdom in 1982 found that “while schools may be primarily responsible for whether or not students function adequately in schools, the family is probably critical in determining whether or not students flourish in school” (Hendry, 2007, p.38). Edmonds, et al. (1982) in Hendry (2007), went ahead and stated that “safe and orderly environment and positive home school relations is the core of an effective school” (p.34). Thus, orderly and purposeful atmosphere should be the parents concern for enhancing learning. Then other activities like drugs, stealing, fighting are less likely to occur. In addition, if parents understand and support the school vision with its roles and responsibilities, it will give them great opportunities to play these roles in helping the children and the school to achieve their goals.

Parents. Roles and responsibilities as in other countries.

Davis (1976), states that, “in Samoa parents and children live so close together that they got on one another’s nerves” (p. 6). This means, children were taught by parents’ civic and moral values of life and living in preparation for adult life. Parents provide guidance in the process of upbringing children in terms of good relationships, advice, education, quality time and how to express their views. In this way, their roles and responsibilities are clearly defined for implementation. For example, children in Samoa are not allowed into their parent’s room. In contrast, parents also have responsibilities to spend time with their children to talk about their learning, sports, friendships and personal life. In like manner, parents provide guidance for children to be well mannered and educated.

Davis (1976), went ahead and mentioned that, “Australians, on the other hand, promote training their children in Christian teaching” (p. 12). In other words, education in Christian values will build moral reasoning in children to live accordingly in the society. This will also help children to understand beliefs and customs that support traditions of the society. This sets a foundation for children to be responsible adults. For example, parents in Australia want their children married in a church for long term benefits and to be morally accepted in the society.

Castel (1972), reaffirms that, “the Japanese philosophical background of education outlines expectations (roles and responsibilities) at every level that need to be maintained by every individual for a better society” (p.16). The roles and responsibilities at each level are clearly seen by elites to adhere to for a better society. The roles and responsibilities were practiced by parents from within family units and into the society. For example, the Japanese society at each stage from individual to national, roles and responsibilities were clearly specified for all members to follow.

The psychological views of the Western and PNG context respectively

What is happening to the students in the Western and the PNG contexts is another point of view to look into. Their comparison would inform this study’s assumptions about whether or not the parents’ roles and responsibilities towards the students’ can help enhance their learning.

The Western context

When parents build early foundations for children, they set a pathway for children to becoming responsible adults. Thus, parents' roles and responsibilities within family units are very important. The roles and responsibilities of parents as stated by Whitbread, D. (2012), "can be organized in many ways in enhancing students learning" (p.8). These are identified and selected to be elaborated upon to support this study in creating a supportive environment, providing ranges of opportunities for structuring and participating.

Creating supportive environment

Children who engage in a conducive educational environment are likely to derive most educational and development benefits when they feel secure. In other words, when parents provide resources for children to learn, these resources will help them learn better. Douglas (1976), supports that, "opportunity to develop as a whole person is in relationship with parents" (p.5). In other words, students develop socially, mentally, spiritually and physically through concrete learning in a favorable environment. Their interaction developed concepts that were not explicitly taught. Thus, they will be acquired implicitly through conversations and other hands-on activities that support them in whatever groups to which they belong, for example, at the school they are attending.

Providing ranges of opportunities

The children benefit from experiencing different activities involving appropriate equipment and materials that support children in various learning activities. Parents should provide different materials for certain learning activities. Goodlad, J. (1966), concludes that, "participation in learning helps children learn to reason and cultivate social habits required for good conduct" (p.23). This means, students value, respect and accept each other's points of view in groups. Their interaction and conversation lead to acceptance of who they are and their relationships. They begin to respect each other, take ownership of work given as they contribute meaningfully and fairly in discussion. They become more active and interrogative in their work with others. The school becomes as meaningful in their lives as their rural setting. For example, books should be provided for reading and number charts for math's to create curiosity and enjoyment in learning.

Structuring

Parents can develop projects to engage children's interest in meaningful ways. Meaningful learning is conducted using concrete materials relevant to the environment. Douglas, T. (1976), concludes that, "cognition is at its richest when it occurs in ways that are socially, physically, and symbolically distributed" (p.5). In other words, children learn well in real situations. They will begin to ask question relating to their situation. The process of enquiry leads to intellectual, psychomotor and affective development skills. This helps students to acquire knowledge effectively. For instance, seeing pictures or reading and doing actions. The situations prepare them to critically assess issues in order to make good judgments in life.

Participating

Parental support through adult involvement in children's learning provides productive strategies that enhance students' understanding cognitively, morally, socially and emotionally. Tovey, H. (2007) and Frost, A. (2010) cited in Whitbread, D. (2012), maintain that, "ranges of activities to support children's development can be beneficially supported by parents through meaningful activities" (p.43). This means parents can change children through effective ways. Dressing neatly to school can be a strategy to change students in their physical appearance. Parents have power to influence children when involving them in activities they do. Hendry (2007), concludes that, "children think and remember through interaction with other people. In other words, students will understand each other and learn from each other through activities" (p.3). They value comments and work together cooperatively indoors and outdoors. For instance, children learn how to make a fire by watching and learning from their parents. According to Whitbread, D. (2012), "the children who are in responsible families, portray that family's values and likewise with irresponsible families" (p.23).

What parents can do

Parents can perform various roles and responsibilities in enhancing students' learning. Epstein (1960) as cited in Davis, B. (1976), urges that, there are other forms of parental roles and responsibility in enhancing children's learning" (p.4), which are parenting, communication, volunteering and teaching at home.

Parenting

Parents have these roles and responsibilities to provide housing, health, education, safety and parental skills in child interaction and home condition to support study. Thus, they also need to provide to school the necessary information the school needs in order to know the child. For example, birth date, sickness history, etc.

Parents who have been found to have an authoritative style of parenting are found to have the most effective parenting style in all sorts of ways: academic, social, emotional and behavioural. An editorial director of a great school in the United States of America, Lloyd (*July 1, 2016*) spells it out clearly that “the authoritative parents expect a lot from their children, but also they expect even more from their own behavior”. They are willing to say, "No," but they are careful to remain calm, kind and patient about understanding with the child’s view.

It is not easy to toe the authoritative line – it takes energy and time and sometimes enormous self-control. But there are great benefits to raising children who know you have high expectations and who maintain close emotional ties to you because there has always been a strong bond of trust.

Communication

As outlined by a school of education in USA (2020), “parent-teacher communication begins at the start of a school year and lasts until students move onto the next grade”. Teachers and parents for sure must make introductions between themselves and gradually establish a relationship based on what they have in common and that is “the student”. Therefore, effective communication between teacher and parents about the child’s behavior, academic performance and social emotional behavior, needs to be discussed between the two stakeholders. For example, the teacher can report the child’s improved mathematics results or bad behavior (fighting) to his/her parents.

Volunteering

Parents can clean the school as well as provide materials for events in school like sports or nutrition cooking day. This was agreed upon by Lara, R. and Saracostti, M. (2019), in their research titled “*Effect of parental involvement on children’s academic achievement in Chile*” and I quote, “families and schools – contribute positively to a child’s socioemotional and cognitive development”. It can improve each student’s self-esteem and academic performance.

Teaching at home

Parents can teach at home and check homework as well as talking to children about their life of what they want to be. For example, talk to the child on which career pathways he/she is dreaming of following. In addition, the Government of the United Kingdom (2021) stressed that “as a parent you are also responsible for disciplining your child and even choose and provide for the child’s education. All in all, these roles and responsibilities outlined in the western context if practiced by parents contribute to their own children’s education.

PNG context

In PNG, formal education is seen as the “sole role and responsibility of teachers in all institutions from elementary to tertiary” as outlined in National Assessment and Reporting Policy (NARP) (2003) and National Curriculum Statement (NCS) (2002). Parents seem to have no knowledge or due to cultural barriers cannot discuss or provide assistance so that children can have more interest in education. Matane (1986), spells it out clearly that “parents view education in terms of the economic benefits of modern sector employment and feel cut off from formal education” (p.12). Therefore, teachers were entirely given these dual roles and responsibilities to perform. The parents only expect their children to be employed and not returning back home causing social problems. Matane (1986), went ahead by stating that “this gap was not connected through a policy and even did not clearly specify parents (stakeholders) roles and responsibilities” (p.12).

Results and findings

From the results and findings, it may be concluded that controlling and adjusting each individual teacher practice would enable the learning and assessing of students’ accordingly and timely as per the yearly programme. Thus, enabling all outcomes to be taught and assessed.

For sure, teachers can successfully complete all outcomes but what about the children that are not doing homework, frequently absent from class, etc? Will he/she understand what they have missed? Having this picture in mind it is now seen that teachers really need parents' interaction in all areas of every child's learning for their own good benefits.

This are as outlined in the results and findings

Table 1: Parents should take ownership of their own children's behaviour towards their study or learning as you as a teacher is hereby paid to teach and facilitate what they should know and do?

Agreement	SA	A	U	D	SD	Total
Frequency	6	2	0	0	2	10
Calculations	60%	20%	0%	0%	20%	100%

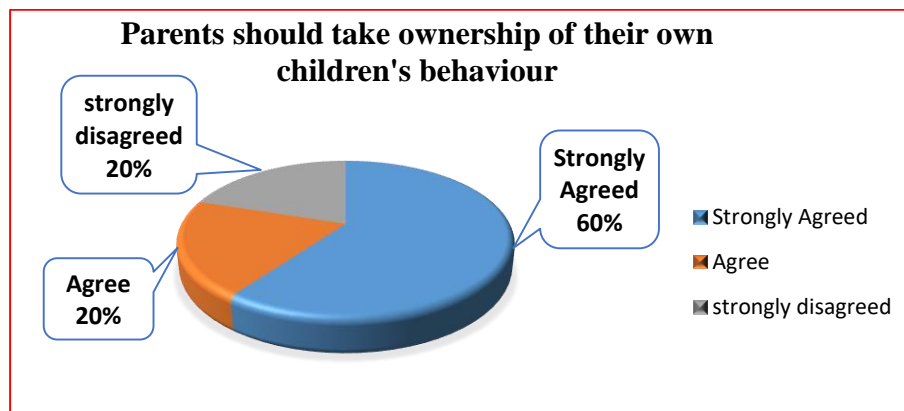


Figure 2: Parents should take ownership of their own children's behaviour.

The data revealed that the majority (60%) strongly agreed and another 20% also agreed that parents should take ownership of their own children's behaviour towards their studies. The finding uncovered a need for parents to be involved in the school affairs and at least share with teachers the role of promoting positive attitudes by children towards their learning.

Table 2: Collaboration of parents with teachers would definitely help students in their learning and study.

Agreement	SA	A	U	D	SD	Total
Frequency	10	0	0	0	0	10
Calculations	100%	0%	0%	0%	0%	100%

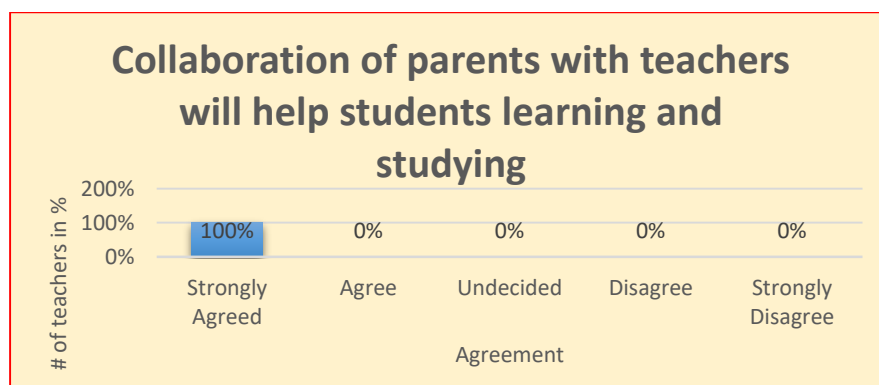


Figure 3: Collaboration of parents with teachers will help students learning and studying

The data shows that all respondents (100%) strongly agreed that collaboration of parents with teachers would definitely help students in their learning and study. This finding strongly supports the fact that parents, citizens and teachers must work hand in hand to support a child's learning.

On the other hand, teachers used either English or Tok Pisin or only English as a medium of communication to students. Teachers ought to see their importance as models to students. The way a teacher presents herself or himself greatly impacts a student's learning, both in and out of the classroom. They are vital influences on a child's learning.

Question 1: What is the main language of instruction you are using in teaching?

Interviewee 1 (Male Head Teacher - 001)

"English"

Interviewee 2 (Male assistant teacher - 002)

"English and Pidgin".

Interviewee 3. (Male assistant teacher - 003)

"English"

Interviewee 4. (Male assistant teacher - 004)

"English."

Interviewee 5. (Male assistant teacher - 005)

"Speaking in both English and Pidgin."

Interviewee 6. (Female senior teacher - 006)

"Speaking English and Pidgin"

Interviewee 7. (Female assistant teacher – 007)

"Speaking English"

Interviewee 8. (Female assistant teacher – 008)

"Speaking English"

Interviewee 9. (Female assistant teacher – 009).

"Speaking English and Pidgin"

Interviewee 10. (Female assistant teacher – 010)

"Speaking English and Pidgin"

Summary of question one interviewee responses.

Five interviewees said English was the main language they used for teaching while the other five interviewees said they used both English and Tok Pisin (Pidgin).

This study found out that the school and parents shared roles and responsibilities in children's education. It has highlighted the importance of aligning local plans for development with national and global goals.

The data used to obtain information was a questionnaire and structured interviews. The questionnaire was distributed to ten teachers who is either currently teaching or had once upon time taught in Luf Primary school. The questions and structured interviews involved five male teachers and five female teachers. The questions answered are as shown below.

A. *What are the challenges teachers encounter and needs to engage parents in the management of school issues?*

From the results, it is concluded that challenges to get parents engaged in school activities were:

1. for behaviour management policy and assessment and reporting policy documents to outline parents' responsibilities in collaboration with teachers for the purpose of healthy disciplined child learning
2. inadequate behaviour management policy and assessment and reporting policy documents in school
3. assisting their own child in homework, take home task, assignment and even any school assigned activity given to a child by a teacher
4. assisting and monitoring his/her child at home to do all school activities and provide disciplinary action when needed.

B. *What are the impacts of parents' involvement?*

From the results, it is concluded that the impact of parents' involvement were that:

1. the child is very well disciplined in home and in school
2. all take home activities/assessable tasks are assured to be done,
3. excellency through learning is fostered.

C. *How can the challenges be addressed to improve parental involvement?*

From the results, it is concluded that the following action could be taken to improve parental involvement in school affairs:

1. Department of Education to provide adequate behaviour management policy and assessment and reporting policy documents for the school and parents
2. constant department and school-based awareness on parents and teachers' responsibilities and promoting collaboration to increase teachers' confidence in their practices
3. the school Board of Management (BOM) to provide awareness to parents and citizens (P&C) regarding their responsibilities.

Summary

From the findings in the investigation of how parents are involved in the affairs of Luf Primary School in Manus Province in Papua New Guinea, the questions underpinning the research study were answered.

1. Behaviour management policy and assessment and reporting policy documents must outline parents' responsibilities in collaboration with teachers for the purpose of healthy disciplined child learning.
2. Department of Education should provide adequate behaviour Management Policy and assessment and reporting policy documents for the school and parents.
3. Constant department and school-based awareness on parents and teachers' responsibilities and promoting all collaborations increases teachers' level of confidences in their practices.
4. Board of Management should provide awareness to parents and citizens regarding their responsibilities.
5. Parents and citizens have the responsibilities to assist and monitor their own child with their homework, take home task, assignment and even any school assign activity given to a child by a teacher.
6. The parents and citizens have these responsibilities to make sure the child is very well disciplined in home and even in school.

Recommendations

The following are recommendations for Luf primary school to apply to stakeholders concerned in the affairs of Luf Primary School in Manus Province of Papua New Guinea.

For Department of Education (National and Provincial Division)

1. Behaviour management policy and assessment and reporting policy documents must outline parents' responsibilities in collaboration with teachers for the purpose of healthy disciplined child learning.
2. Department of Education should provide adequate behaviour Management Policy \ and assessment and reporting policy documents for the school and parents.
3. Constant department and school-based awareness on parents and teachers' responsibilities and promoting all collaborations increases teachers' level of confidences in their practices.

For Board of Management

4. Provide awareness to parents and citizens regarding their responsibilities.

For Parents and Citizens

5. Parents and citizens have the responsibilities to assist and monitor their own child in their homework, take home task, assignment and even any school assign activity given to a child by a teacher.
6. The parents and citizens have these responsibilities to make sure the child is very well disciplined in home and even in school.

Conclusion

To conclude, a student's education is both the responsibility of the parents and the teachers. Teachers play a vital role in shaping a student both mentally and physically because once students start school, they spent most of their time with teachers in school than with parents at home. Teachers must be open minded and alert to these influencing learning factors so that they can help students to become better learners through collaborating with parents and citizens when it comes with a child's discipline and doing their school work at home. Collaboration of all concern stakeholders are very vital in children's learning. Teachers respectively are very important agents in a classroom. Without a teacher, there would be no learning. Parents and citizens on the other hand must assist, monitor and discipline a child if needed to at home and even at school thus enabling care-ness, love, care for a

child in his/her daily learning development. Finally, students depend entirely on teachers to interpret and transmit quality learning in order for successive learning and progress to eventuate, especially in understanding day to day learning in the classroom and if needed learning at home therefore collaboration of all stakeholders in a child learning is a prime requisite to all. Both teachers and parents and citizens will be remembered for a very long time if they greatly influence a student's learning life while the student is at school.

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Author

Yokin Palou Pokawin is a primary school teacher and comes from Manus Province of Papua New Guinea. He has teaching experiences of ten years. For the past two and a half years he has been working as the acting elementary coordinator of Manus Province. He was educated at the University of Goroka and graduated with a Bachelor of Education in 2018. In 2021, he studied in the Master of Educational Leadership program at Divine Word University and anticipates graduating in March 2022.

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A case study of the teaching of religious education at Gabensis Adventist Primary School

Wesley RAPISH

Abstract

The purpose of this study was to investigate students' ability and understanding of the importance of religious education in primary schools in Papua New Guinea. The aim was to gather evidence that illustrated the usefulness of teaching religious education in primary schools and the benefits it has for parents, teachers and society at large. Many Papua New Guineans accept religious education provided by churches and missionaries, but neglect religious education provided in our schools. Mixed-methods enabled gathering both quantitative and qualitative data by questionnaire and interviews. The topic was chosen because of the importance of Christian values in life. The gain views of teachers by questionnaires and interviews. The study found that common strategies included songs, prayers, story telling, Bible reading and Bible text coping. The study found that religious education provides the development of good citizenship in primary school children. The study recommend that the Department of Education must have an effective evaluation and monitoring strategies to be in place and also a standards curriculum like Christian Citizen and Value Education (CCVE) must be rolled out effectively.

Key words: Religious education, Christian values, Christian principles,

For citation:

Rapish, W. (2021). A case study of the teaching of religious education at Gabensis Adventist Primary School. *DWU FED Research Journal Vol. 3*. pp. 12-15.

Introduction

The study is carried out to investigate on how the implementation of religious education, can be effectively rolled out especially in primary schools. Many schools now are having increased rate in students' behavioral problems as it was spelled out clearly on the post courier by Joan Bailey (2017) that religious education lessons have provided counseling and will be used as a tool to address the rising social issues in schools. Meanwhile the Bible (*King James Bible*, 1769/2008, Prov 22:6) states to "train up your child in the way he should go and when he is old, he will not depart from it".

The problem at the heart of the research is the effective implementation of Religious Education in schools that should encourage and promote a safe environment for teaching and learning. Lack of focus in religious education can lead to increase in behavioral problems causing the environment at school to be educationally unfriendly. The Coronavirus pandemic was a global issue in 2021. To prevent the spread, people in PNG were asked to wear masks, wash hands often, maintain social distancing and not shake hands when greeting people. This had implications for field work for data collection. Participants were advised of the necessity to observe Covid-19 protocols.

This research study is set in Morobe Province. The investigation is centered on problems encountered especially in primary schools. In accordance with the primary focus of the government of Papua New Guinea is to provide quality education to every single child attending school in all aspect of life.

For three years now, I have taken a close look at the nature of religious education in non-secular primary schools in Morobe and I have compared it to secular school that do not include or make religious education a compulsory subject that should be taught in primary schools. The search is for the reasons behind the success of those who teach or implement religious education in their curriculum. The major aim is to gather all the evidence that illustrates the usefulness of teaching religious education in non-secular primary schools, the benefits it has to parents, teachers, and society at large, it also aims to expose the purpose and nature of such education in our community. Many people know the importance of studying religious education but neglect religious education in our schools. The aim is to reshape their knowledge about the topic and make them see why they should support and encourage their children, relatives and other people living in their community to be involved. Meanwhile explore other approaches in implementation of religious education. The fundamental principle is that effective implementation of religious education can enhance, encourage and motivate positive learning for students.

Research questions

The overarching question to be answered by the study is: *What are effective approaches for implementation of religious education?*

Supporting questions are:

1. What common approaches are used in teaching religious education?
2. What is the significance of religious education in primary schools?
3. How important is it to include religious education in the primary school curriculum?
4. What are the outcomes for studying religious education in primary school?

Literature review

The purpose of this study is to investigate students' ability and understanding of the importance of educational policy implemented at primary schools in Papua New Guinea. The review of the literature considers how policies on religious education are implemented at the classroom level where instructions and elements of situated learning theory can influence current teaching strategies to improve pupils' learning ability. Kalyani (1997) states that the successful transmission of religious education to younger generations is seen as an art requiring sensitive modifications to adapt to the needs of the younger audience. In addition, this gives a clear view that the implementation of religious education at an early stage as in primary level of education is essential. In addition, Perustuslaksi (1999) indicates that the principle of equality is also a guiding principle in relation to religious rights and their implementation in life.

Data collection methods & participants

A mixed methods approach was used by administering a questionnaire which generated both quantitative data and qualitative data. Administration of the questionnaire was followed by one-to-one interviews which gave a clear picture of the nature of the problem and impacts on the organization. Greener and Martelli (2015, p. 44) state the use of survey and interview instruments enables "triangulation" to enrich and confirm the picture that emerges from the data we collect. "Different methods can be used for different purposes in the study" (Saunders, Lewis, & Thornhill, 2007, pp. 146-147). Using the questionnaire at the early stage provides exploratory issues which can be followed up during interviews. This gives confidence that key issues are being addressed. The two used data gathering instruments were a questionnaire and an interview. Since it is a case study of Gabensis Adventist primary school the participants were the teachers at the School.

The participants who took part in the questionnaire were eight teachers. The closed items on the questionnaire generated quantitative data. For the interview, there were eight participants. The interviewees were: four female teachers and four male teachers. For the open-ended question, five questionnaire respondents commented. Qualitative data was generated by the interviews and the open-ended item on the questionnaire. A total number of eight staff were selected which the participants were consisted of four female teachers and four male teachers, achieving gender balance.

Table 1 Selection of sites and the number of participants

Institution	Male	Female	Total
Gabensis Primary School	4	4	8
Total	4 50%	4 50%	8 100%

Results & discussion

Table 2: Singing, storytelling, Bible reading are common

Agreement	SA	A	U	D	SD	Total
Frequency	6	2				8
Calculations	75%	25%				100%

From the data, it was clear that all respondents (100%) agreed or strongly agreed that singing, storytelling and Bible reading are common methods of teaching religious education. These methods should be maintained from elementary up to tertiary levels so that we can produce high quality human resources.

Table 2: Religious education provides a meaningful change in student well-being.

Agreement	SA	A	U	D	SD	Total
Frequency	8					8
Calculations	100%					100%

The data revealed that all respondents (100%) strongly agreed that religious education provides a meaningful change in student well-being. The finding shows that religious education has positive impact on student behavior and their character both in and out of the classroom.

Table 3: Religious education lessons contribute to the holistic development of a child.

Agreement	SA	A	U	D	SD	Total
Frequency	8					8
Calculations	100%					100%

The data shows that all the respondents (100%) agreed that the religious education lessons contribute to the holistic development of a child. This finding strongly supports the fact that PNG is a Christian nation. The standards-based curriculum now in place would greatly reduce behavioral problem because of the implementation of the religious education through the introduced subject Citizenship Christian Values Education (CCVE).

Results

Finding 1

The study revealed that the common strategies for teaching religious education successfully included songs, prayers, storytelling, Bible readings and Bible text coping.

Finding 2

The study found that religious education promoted and provided for the development of good citizenship that reflects the values, principles and the characteristics of Jesus.

Finding 3

The study discovered that religious education encourages and fosters good relationship within communities.

Recommendation

The findings of the study support the Citizenship Christian Value Education (CCVE) for all grades.

- A standard curriculum like Citizenship Christian Values Education (CCVE) should be implemented with adequate resources to all schools that includes the government, mission and private institutions.
- A designed policy should be formulated to guide the implementation of religious education through the introduced curriculum which is Citizenship Christian Values Education (CCVE).
- Religious education through Citizenship Christian Values Education should be taught as a core subject at all levels of the education system.

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Mr Wesley Rapish comes from a mixed parentage of Autonomous Region of Bougainville and Morobe provinces. He is married and has a daughter. He is a primary teacher who graduated at Gaulim Teachers College in 2009 and served in Morobe Province for ten years. He gained his Bachelor Degree majoring in School Management at the University of Goroka in 2019. He has served as the head teacher teaching Christian Citizen and Values Education for upper primary at Gabensis Adventist Primary School. He was a full-time postgraduate student at Divine Word University and completed the Master of Educational Leadership program in 2021. The content of this paper was extracted from his research report which he undertook as a component of the MEdL program.

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Effective classroom administration in primary schools: A case study of Patep Primary School (Bulolo District) in Morobe Province

Willie Anis

Abstract

Teachers face challenges in applying the correct classroom management strategies in Patep Primary School, Bulolo District, Morobe Province, Papua New Guinean (PNG). Patep Primary School is one of the 56 primary schools in Bulolo District. To create a conducive learning environment, teachers' need to manage delivery of lessons, student behavior, resources, facilities, relationships and student records. The problem is that teachers often lack the appropriate skills and strategies when it comes to classroom management. This case study explored the factors that cause teachers to feel less confident and capable. It also explores some best practices that could assist teachers in implementing effective classroom management to support students in their learning. Purposive sampling was used to select the participants and research sites. Participants in this research included school head teachers, senior teachers and assistant teachers of the primary schools. Mixed-methods enabled gathering both quantitative and qualitative data by questionnaire and interviews. The case study found factors contributing to poor classroom management included inadequate training before graduating, newly graduated teachers from teachers' colleges, teachers transferring in from other schools who lacked skills in classroom administration, not being trained in applying the correct strategies in classroom administration, minimal provision of professional support from senior teachers, inadequate classroom observations that focused on classroom management, and a need for in-service sessions to refresh or upgrade classroom management skills.

Key words; classroom, classroom structure, administration, management, displays, classroom policy

For citation:

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Introduction

The study investigated the processes of effective classroom administration in primary schools in Papua New Guinea (PNG). Classroom management is a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. The problem at the heart of the research is the adequacy in classroom administration that should enhance teachers' skills in classroom management. This can be a problem for teachers that may lead to poor classroom management, inappropriate classroom structure and displays that contradict the teaching and learning in the classroom. The context for the study is effective classroom administration management achieving the classroom aims, goals and promoting the school integral human development of the country (Brophy. 1986, 1999).

This study is to identify classroom management strategies in Patep Primary School. Ineffectiveness of teachers' implementation of classroom management structures may cause students to become disinterested in learning. The implementation of classroom management relates to desk arrangements of the students, layout of the chalk board, classroom displays, teachers sitting position, classroom rules, daily school routines, teachers' professional development sections, and students' sections and subject display sections in the classroom. As a case study research, the problem will be investigated in order; for teachers to develop different strategies and skills, used in classroom administration, classroom management structures, classroom settings applying gender policy, classroom polices and classroom displays for the effective teaching and learning of students.

Research questions

The case study is designed to investigate the process of effective classroom administration strategies in primary schools. The problem at the heart of the case study research is the adequacy in classroom administration that should enhance teachers' skills in classroom management.

The key question underpinning the study is: *How well do teachers' professional development activities provide evidence of effective classroom administration of Patep Primary School in Morobe Province?*

The supporting questions are:

- 1 What is classroom administration?
- 2 What competency administration skills should teachers demonstrate in the classroom?
- 3 What are some examples teachers can give of their own professional development activities to address challenges in classroom administration?

Literature review

There are different literature reviews to elaborate on effective classroom management. Mohammad, et al., (2019) elaborate on effective classroom management in schools to create a classroom with effective management skills conducive for students' learning. Walters and Frei (2007) assert that creating a suitable classroom arrangement, imposing the right discipline and rules, and setting clear goals in the classroom are linked to teachers' effectiveness. Yasar Seda (2008) demonstrate the correct classroom management approach of primary school teachers. The scholars have identified the effectiveness of teachers demonstrating the appropriate skills in classroom management. Doyle's (1980, p.397) emphasis on classroom management is for action and strategies teachers use to solve the problems of order in classrooms. The appropriate strategies of classroom management will implicate the teacher as administrator to apply correct skills in class management. The education management theories are vital in classroom management to improve student's learning abilities in the classroom. Brophy (1986) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. His literature discusses the importance of the close and mutually supportive relationships between effective classroom management and effective curriculum and instruction. Good classroom management implies good instruction. Dr. I. N, Goerge, (2017) elaborates on classroom management and students' academic performance in the classroom.

"Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behaviour" (Martin, Yin, & Baldwin, 1998, p.1). In the Australian Journal of Teacher Education, Egeberg, et al., (2016) elaborate more on teacher standards and classroom management. In the global view, classroom management affects the progressive effort of student learning in the classroom.

Data collection methods and participants

A mixed methods approach will be used by administering a questionnaire which generated both quantitative data and qualitative data. Administration of the questionnaire will be followed by one-to-one interviews which will give a full picture of the range of classroom administration at Patep Primary School in Morobe Province. The use of quantitative and qualitative approaches, in combination, provides a clearer understanding of research problems than either approach alone (Creswell & Clark, 2007, in Creswell, 2011, p. 271). The data were gathered using field notes, questionnaires and interviews. The participants were eight teaching staff of the school (head teacher, two senior teachers and five assistant teachers).

Sampling strategies may be of different types. This case study chose a combination of purposive and convenience sampling. Some teaching staff will be purposefully invited to participate in the interview for the approaches in effective classroom management. Others may be selected as a convenience sample because of their convenient accessibility and proximity to the researcher. The case study aims to involve (gender base) 5 assistance teachers, 2 senior teachers and school head teacher, total of 8 participants from Patep Primary School. Individuals will be invited to participate and give informed consent.

Two data analysis approaches will be needed as the closed items on the questionnaire generate quantitative data which is treated differently to the qualitative data which will be generated by the interviews and the open-ended item on the questionnaire. For the quantitative data, recording tables will be prepared and responses for closed items entered. Scores will be tallied and converted to percentages. The results will be presented in tables. For data from interviews and the open-ended item on the questionnaire, a record will be made of all the responses. By reading, coding and classifying the suggestions, salient themes are generated from the qualitative data. Discussion of the data will be presented in narrative form.

Result and discussion

The purpose of this chapter is to present and discuss the results of the data gathering processes. The aim of the study is to explore the influences that affect classroom administration in primary schools. The questions and statements guiding the study focused on finding some challenges and causes that teachers face of effective classroom administration in primary schools: A case study of Patep Primary School (Bulolo District) in Morobe

Province. The study was conducted by a mixed methods approach involving interviews and questionnaires. The case study revolved around Patep Primary School in Bulolo District, Morobe Province. The primary school was a government agency school under the Department of Education. The study also included a participant from the primary school. A total number of 8 participants were selected from the school with three (37.5%) being male and five (62.5%) being female.

The study included a total of eight participants who showed keen interest to take part in the interviews, and complete questionnaires. Their participation gave a clear indication of the approaches faced by the teachers in implementing the effectiveness of classroom administration at primary schools. The major causes of teachers losing their confidence and competence in classroom management include inadequate teaching resources, lack of lesson observations from the supervisors and quality feedback, and insufficient regular professional development training in-services. The participants also suggested some possible practices that may help teachers as classroom administrators to develop their confidence and skills for implementing effective classroom management strategies.

The study found that the geographical status of the school is good, classroom environments are conducive for learning, classroom management strategies are well implemented, classroom settings were adequate and teachers' professional duties were implemented to achieve the school goals. The study found that student learning is enhanced by conducive learning environments, teachers' punctuality, good preparation of lessons and implementing the skill and strategies of effective classroom management. It was found that the common classroom management strategies were: planning and programming, students sitting arrangements, classroom policies, subject allocation, chalkboard preparation, teacher's corner, students' corner, subject section and displays, rules and guidelines, book shelves, mini-classroom library and students' duty roster for effective teaching and students learning.

Recommendation

In the Papua New Guinea Vision 2050 (Government of PNG, 2009), Pillar 1) concerns "human development and empowerments of youths' empowerments through education." The Department of Education (2015), the National Teacher Standards Framework (NTSF) has been developed to provide a strategy to facilitate the continuous improvement of professional competencies of teachers in teaching and learning under effective classroom management. It is hoped that the implementation of the framework and the application of the indicators, the teachers' professional competencies will be enhanced, which will result in an improvement in the teaching and learning within school for better achievements.

Under quality teaching, the National Teacher Standard Framework (NTSF) strategies are deployed into four standard; teaching and learning, curriculum, professionalism and learning achievements. Therefore, the national government should provide sufficient funds in the infrastructure development of schools mainly classroom for conducive learning environment for learning and teachers training in knowing the relevancy of classroom management strategies in school. These will have the great impact in students learning and productive results in students' achievements in the school.

In the provincial level of education, the education system has been decentralised in each province of the country. Under the National Education Plan 2015-2019 "Quality Learning for All" stated "Through the provincial and district administrations and provincial education boards, the provinces have responsibility for establishing, building and maintaining schools. The provinces deploy teachers and employ provincial and district education officers.

A provincial education subsidy in the form of Education Function Grants must be spent on operating costs and maintenance, and at least half must be spent on the districts' minimum priority activities. Communities, through schools' governing bodies, share responsibility for infrastructure, including school buildings, teachers' houses and ancillary facilities" (p.22).

Therefore, it is recommended that the provincial government must fully support all the established schools in the province in terms funds to build relevant standard classroom for effective implementation of classroom management strategies and support the teachers in under-taking training in effective classroom managements.

Local-Level Government is the third level of government. It plays a minimal role in education but its responsibilities include the funding and maintenance of elementary and primary schools and helping districts to develop district education plans consistent with provincial education plans. In the district level or local level

government, the district education manager should establish plans which are collaborate with provincial education plan to produce successful administration of schools in building infrastructure development, mainly classrooms for the elementary schools, primary schools and secondary schools for conducive environment for students learning.

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Impact of mobile phones on students learning. A case study of Kenong Primary School in PNG

Nagu Siwi

Abstract

This research project explored student use of mobile phones in primary schools. The problem was that students use phones when they should be concentrating on the teacher and this can lead to poor academic results. To investigate the problem, a case study was done on Kenong Primary School in Finschafen in the Morobe Province of Papua New Guinea. Mixed methods were used to collect data by questionnaire and interviews. The participants in this research comprised some upper primary students, teaching staff and parents. The study found that owning a mobile phone was becoming common with upper primary students. A positive impact of mobile phones was the students interest and confidences in engaging with digital technology. The students said they used the phones to communicate with friends, watch movies and listen to music. The male student admitting using the phone in class when he should have been concentrating on the lesson. The female student said she did not use the phone in class time, but only outside of class times. Interviewees recommended the school should have a policy on student use of mobile phones. Other said that it would be better if all primary school should have computer labs that students could use with close monitoring system by teachers. Some interviewees suggested that phones should be banned in schools but such a policy could be challenging in a modern and computerized age with the need for communication and connection with the wider world.

Key words: Mobile phone, positive impact, negative impact, concentrating, digital technology, policy, ICT lab, computerized age, communication, poor academic results.

To cite this article

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Introduction

There are many factors that impact on academic performance of school students today. These factors can be social, intellectual, financial or physical. But, in this research project, the study focus on one of the social factors which is the use of mobile phones and how it affects students' academic performance in school. Using mobile phone is one of the burning issues that may badly affect students' academic performance. According to *The National News Article Thursday January 15th, 2015*, "most children's learning has been affected by mobile phones, which leads to poor academic performance". Students using mobile phones in class while the teacher is teaching are distracted by text messages, watching videos, phone games, and even illegal pornographic content. When they do this, all their concentration and attention are focused on the phone. They will physically be present in class but mentally they are exploring what is on the mobile phone as a result, their academic performance is not to the expected standard. Mobile phones have negative and positive impacts as well. Ifeanyi and Chukwuere (2018) postulated that the use of smartphone on students has both negative and positive effects depending on how it is used.

The aim of this study is to identify negative and positive impacts of mobile phones in primary school students. Then to consider negative impacts and create new opportunities to improve the learning standard of affected children so that they may concentrate more on their learning. It also aims at addressing the computer facilities required to conduct virtual learning sessions, which have become essential as a result of COVID-19. This is to ensure that every individual student in primary school understands well the education system and works smartly towards achieving their goal for a better future.

The significance of this study is to explore how mobile phones can affect students' academic performance in primary school. The main contributing factor affecting low achievements in students should be identified and make improvements on it. Therefore, it is very important that this factor should be investigated in carefully in order;

- a. To identify common characteristics of social factor that affect student learning
- b. To help parents and schools so that they can support and discipline their children well at home on the uses of phones
- c. To help teachers to apply new skills and teaching strategies to use mobile phones in ways that promote learning

Research questions

The main question for the research project is: How can children's learning be helped by the use of mobile phones at Kenong Primary School?

Supporting questions are:

1. How common are mobile phones amongst children in different primary school grades?
2. How do mobile phones distract students learning in primary school?
3. For what purposes do children use mobile phones?
4. What are the positive and negative impact of mobile phones on students learning?
5. What measures can a school apply to control the use of phones in school?

Literature review

This second section of the article reviews literature that is relevant to the phenomenon of the use of mobile phones in school or at home during study times that have positive and negative impact on students learning. As stated by, Ifeanyi and Chukwuere (2018) "that the use of smartphone on students has both negative and positive effects depending on how it is used". The literature will be reviewed on investigating how mobile phones affect students' academic achievements and address it so that opportunities for improvements can be done accordingly. Although, there are positive impacts of mobile phones, the study would focus more on negative impacts and identify possible opportunities to address problems. According to The National News Article Thursday January 15th, 2015, "most children's learning has been affected by mobile phones, which lead to poor academic performance".

This section of the article has reviewed literature relevant to this study. It has highlighted the negative and positive impacts of mobile phone use in PNG primary schools. Ifeanyi and Chukwuere (2018) postulated that the use of smartphone on students has both negative and positive effect depending on how it is used. Further, the author emphasizes on the negative side of the coin where the smartphone has become a great distraction to studies. The literature indicates appropriate purposes and methodology which will be discussed further in the next chapter.

Data collection method & participants

Mixed methods were questionnaires and interviews. The participants who took part in the questionnaire were 10 teaching staff of Kenong Primary School, eight (8) males and two (2) females. For the interview, there were five participants. The interviewees were selected students and parents, two upper primary students' male and female, a male teacher and two parents and a teacher rep. For the open-ended question, only three responded from the given ten questionnaires. Qualitative data were generated by the interviews and the open-ended item on the questionnaire. This diversity in selection of participants provides great trustworthiness in the results. The theory that guides my research is a Connectivism theory. It is a learning theory for the Digital Age. These theories explain how learning happens socially, in networks, and within online networks. Together, these explanations underpin connected learning. (George Siemens, 28 Feb 2017).

Results and discussions

The result indicated that not all students in primary school own and use phones. Only some upper primary students. These students who own mobile phones were distracted by, text messages, Face book, watching videos, phone games, and even illegal pornographic content. The result indicated that for education purposes students used phones to tell time, calculator, dictionary, download, research, taking photos and videos as well as for communication. The finding indicated that in primary schools there were no control measures in place to control and monitor students use of mobile phones.

Interview results

There were five representatives who were interviewed and they all responded well. The different interviewees were represented by code numbers starts from 00A-00E. These people were, a student male rep from grade 8 (00A), student female rep from grade 7(00B), teacher rep (00C) from the researched school and a parent rep, and he is a father (00D) to children who attended Kenong primary school and the teacher wife (00E) who is a house wife. For data from interviews, a record was made for all the responses from a qualitative data and are presented in narrative form. The semi structured interview questions were:

1. How common are mobile phones amongst children in different primary school grades?
2. How do mobile phones distract students learning in school?

3. For what purposes do children use mobile phones?
4. What are the positive and negative impact of mobile phones on students learning?
5. What measures can a school apply to control the use of phones in school?

Question 1: How common are mobile phones amongst children in different primary school grades?

From notes collected not all students own and use mobile phones but only upper primary students, grade sevens and grade eights were using for education purposes on certain times. For example, they use for research purposes.

Question 2: How do mobile phones distract students learning in school?

Interviewee 00A: (Male Grade 8 student)

Most times when the teacher is teaching in front, I often spend time with my mobile phones face booking, sending text messages to friends and doing other things which are not related to what is in the classroom. Many times I prefer sitting at the back seat just to play with my phone. Most of the time I spend on the mobile phone because I feel addicted to it. Many of my test results are low.

Interviewee 00B: (Female grade 7 student)

Most times in the classroom I do not use my phone but during recess and lunch break I use my phone to play games, listen to music and watch videos. Sometimes I forget to complete my work. For study purposes I use the phone dictionary to search the meanings to help me and the calculator during mathematics lessons.

Interviewee 00C: (Teacher Rep)

Because the school doesn't have any control measures or policy in place, the students are freely using phones on school grounds. But in the classroom because the teacher is present they hesitate to use phones. When I compare today's generation and my time in the past it is totally different. Students today are addicted to phones and they don't concentrate on their school work. They don't even give enough time or 100% to their studies. Because their mind is full of many phone applications that distract their cognitive thinking. Even they don't get good marks and most do not make it to high schools.

Interviewee 00D: (Parent Rep, Father)

Many times when I come around to visit my children in school, I observe students playing Ludo games using their mobile phones. When they do this they are often carried away without knowing that they were in the school. Some of us (parents) don't allow our children to have access to phones or even touch phones. My children will have access to phones when they enter secondary and tertiary institutions. Usage of mobile phones is an issue in our country and in schools. It distracts a lot of students learning and causes school fights through communication.

Interviewee 00E: (Mother and a teacher wife, she is house wife)

Many times when I am in the house I hear students communicating with their friends through phones. The way they communicate is often not in an acceptable manner. They don't behave as students even don't try to speak English. They also use mobiles with Bluetooth radio listening to the music. When they do this it disturbs them from their studies.

Question 3: For what purpose do students use a mobile phone?

Interviewee 00A: (Male Grade 8 student)

I use my phone purposely for communication, research and for pleasure. I use it to tell time to move to and from school on time.

Interviewee 00B: (Female Grade 7 student)

I use my phone purposely for dictionary, calculator and other research work that needs phones.

Interviewee 00C: (Teacher rep, Male staff)

Students use phones in school to make their work easier when there is a lot to be done. However, from my observation I see many students using phones in public on school ground not for school work but doing other things as well, for example, taking photo shots, recording voices etc.

Interviewee 00D: (Parent rep, Father)

Students use phones to explore the internet for downloading education news.

Interviewee 00E: (Mother and a teacher wife, she is house wife)

I am not aware how students use mobile phones in the classroom, but at break times they use it for listening to music and watching short video clips etc.

Question 4: What are the positive and negative impacts of mobile phones on students learning?

For interview question three all the participants gave similar responses regarding positive and negative impact of mobile phones on students learning. Interviewee 00A, 00B, 00C, 00D and 00E gave their positive responses. They stated that, *mobile phones help to make work easier and use for communication purposes*

between parents and students. For negative impact they said that; students using mobile phones in class while the teacher is teaching are distracted by text messages, watching videos, phone games, and even illegal pornographic content. When they do this, all their concentration and attention are focused on the phone. For positive impact they all stated that; phones help them to communicate to their parents, to search internet for information, for time purposes, calculator, dictionary etc.

Question 5: What measures can a school apply to control the use of phones in school?

Interviewee 00A: (Male Grade 8 student)

Mobile phones should be switched off during class times or it must be kept in the house.

Interviewee 00B: (Female Grade 7 student)

Phones should be collected by teachers during schooling times and must be returned to the owners in the afternoon.

Interviewee 00C: (Teacher rep, Male staff)

Phones are not really necessary for the students to use in primary. Parents must not entertain their kids with phones when they are still in primary school. If parents want their children to have access to phone, then they must have some control measures on them. For example, they must not take the phone to school but must keep it in their house and only use with close monitoring of their parents.

Interviewee 00D: (Parent rep, Father)

All uses of mobile phones should be banned in school. The school must have very strong policy in place to put a stop on primary students not to use phones in school. They have their text books and other learning material to use instead of mobile phones. We parent must also have our policies in our houses to control the use of phones.

Interviewee 00E: (Mother and a teacher wife, she is house wife)

Mobile phones distract students learning a lot in the school therefore the school must have very strong policy to minimize unnecessary use of phones in the school. The teachers must encourage and advice students on the negative impact so that they are fully aware and control themselves.

Recommendations

We are now moving into this modernized world where everything is computer rise. Which means use of mobile phone by students in school will be common. Students from all level of schools will use phones and laptops for learning. The main problem is that students are not using the phones for learning purposes only but for other purposes which are not helpful and related to their education. What is the best solution to the problem? Based on the research findings following are the recommendation for the primary school's administrations, basic education department, teachers and parents to apply and control the uses of mobile phones in school during schooling times.

One: Education Department

The education department should come up with the new strategy to help schools weather to allow students to use phones or build computer labs for students and teachers to use with proper monitoring system. I think it would be much better if the government make its responsibility to build computer labs to achieve its vision 2050 for the primary schools so that students can be taught on how to access internet with close monitoring of a teacher to avoid students from accessing and downloading other things which are not related to their learning. If schools have ICT labs, I don't think most of the students will need phones in the school. This is what education department should do for our primary school to minimize negative effects of phones.

Two: The School Administration

The school administration and board of management should work together to come up with policy to control the uses of phones in the school. The policy set should be legal and known to every students and parents. The school must also work collaboratively with district and the provincial education authorities to look for other possible strategies to address such issues in the school.

Three: Classroom teachers

Teachers should work closely with the school administration to implement the policy effectively in the school and the classrooms. If the policy states that all phones should be collected or switch off during class times, then the teacher or teachers are responsible for that. If not apart from the main policy each teacher should also have their classroom policy to control the use of phones in the classrooms. All students must abide by the rules and follow the instruction as prescribed in the policy.

Four: Parents as first teachers in the house/at home

As first teacher in the house parents should teach their children about the positive and negative impact of phones before allowing them to use. They should ensure that phones must be use on right time for educational purposes only. Every time they should monitor them and check their phones regularly to ensure that they use for educational purposes only. They must also have house policy to control their children at homes. Parents must also work collaboratively with the teachers to see how well their children use phones at school for learning purposes.

Conclusion

Finally, to summarize, mobile phones are also very important tool for learning and communication therefore opportunities will be created by education department to ensure that negative impact should be minimize or do away. Students have the rights to be part of any new changes that are in place. Use of phones in school is one of the introduced method of learning which many of the western countries were adapted to in their education system. Learning does not take place face to face only but also through blended or online as well. The negative impact of using phones should be control by implementing rules and policies effectively in schools. When policies are implemented well there would be great improvement on student learning in primary schools. Students will be very interested in their learning when using modern technology such as phones and computer in school. Therefore, they must be guided well by their parents and teachers. All primary schools should have ICT lab for the students to use instead of using their mobile phones. The use of school computer is much better than students using their own mobiles phones. Parents must now have close monitoring on their students. The government must make it reality to achieve its Vision 2050) by Promoting and establishing the use of Information and communications technology (ICT) for sustainable education (1.17.2.19). The department of education should also consider and address computer facilities required to conduct virtual learning sessions, which have become essential as a result of COVID-19. Always think positive and accept new changes.

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An investigation of students spelling difficulties in Josephstaal cluster primary schools in Madang Province of Papua New Guinea

Raymond Kosnai

Abstract

This research study investigated student spelling difficulties in Josephstaal cluster primary schools in Madang Province of Papua New Guinea. The topic was chosen to identify daily spelling teaching strategies and resources that teachers can apply and use in classrooms to enhance students spelling mastery. This research was conducted in three primary schools in Josephstaal cluster, Madang Province of Papua New Guinea and included fifteen participants who were primary school teachers. The research data was collected using questionnaires, semi-structured interview and field notes. The research study identified various factors that cause difficulties for students to spell English words accurately. These factors were; English is not students' mother tongue, which they are learning as a second or third language, shortages of teaching and learning materials in schools, poor phonics drilling in foundation years at elementary schools, non-continuity of classes and effective teaching and learning in schools and insufficient practice and speaking of English in schools. This research study identified six spelling teaching strategies that can be applied in schools by teachers can help students spelling mastery. These six recommended teaching strategies included; phonics drilling, memorization of new words, using flash cards with words during spelling lessons, spelling blending and segmentation, word pronunciation, and word syllable awareness.

Key words: Spelling teaching strategies, phonics, word meanings, word pronunciation, memorization, blending, segmentation, syllables, spelling difficulties

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Introduction

This research study investigated student spelling difficulties in Josephstaal cluster primary schools. Improving students' spelling can be challenging for Papua New Guinea (PNG) teachers, as English is an introduced second/third language that is used in PNG schools to facilitate teaching and learning. Globally English language is said to be a communication tool in which students must be smart and proficient to use the language. The problem at the core of this research report identified several teaching strategies that can enhance traditional teaching styles and learners' mastery of spelling words in primary school across the curriculum. It is a baffling challenge where students leaving the primary schools exit with spelling difficulties. This research study was conducted in three cluster primary schools namely, Josephstaal, Katiati and Temandapuar in Middle Ramu District.

The first part of the paper sets out the questions which guided the study. The overarching question answered by the study was "why spelling is problematic to students in primary schools?" and other supplementary questions. Second part is a review of literature which indicates that spelling has been marginalized in education because teachers place more time on reading and writing skills or have perceives that the English spelling skill is too irregular and unpredictable to make instruction profitable. The third part show data collecting instruments used which were questionnaires, semi-structured interview and field notes. They were 15 participants whom were primary school teachers. There is a presentation of results and discussion in qualitative and quantitative format and finally the recommendations at the end of the paper.

Research questions

The overarching question being answered by the study is: "Why is spelling problematic to students in primary schools?"

1. What are recommended strategies for teaching spelling?
2. How can teachers solve this problem to enhance students' mastery of English words?
3. Are spelling strategies/skills often used in daily lessons?
4. What resources will support in improving students' spelling difficulties?

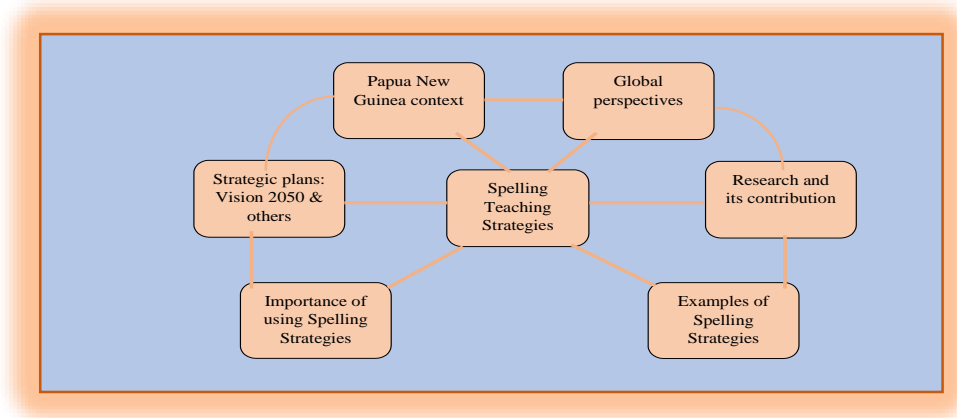
Literature review

Spelling has been marginalized in education because teachers place more time on reading and writing skills or may have perceives that the English spelling skill is too irregular and unpredictable to make instruction profitable (Reed, 2012). Brown suggested that "spelling is not a process of memorization, but it is a highly complex intellectual accomplishment that one develops over time in conjunction with an individual's experience and growing knowledge of the properties and uses of spoken and written language (Brown, 1990). Brooks and Weeks (2008), research findings showed that, the rate in which children learn spellings can be enhanced by the application of individual learning strategies used in usual English and spelling lessons. Their research links the effective teaching of spelling and an individual children's learning development styles.

Kernaghan (2007), viewed spelling as a process about learning strategies for approaching new and unknown words, using one's own knowledge of the ways in which words work in English language. She further stressed, the most egregious evidence of illiteracy in the eyes of the public. Today educators and parents are concerned about spelling acquisition in children. We cannot, however, influence practice without knowledge of what is happening in classrooms regarding what teachers and students are doing, and what other factors may be influencing students' levels of spelling proficiency. Controversy still exists around the best practices in spelling instruction.

Graham, Morphy and Harris (2008), further stressed that, spelling difficulties can interfere students' execution of other composing language processes like writing. While thinking about how to spell a word for instance, can lead students to forget ideas and plans they are trying to grasp in working memory. Spelling difficulties can even influence the words students use when writing, as they are less likely to choose words they cannot spell.

The conceptual framework of literature below sets out the basis in which the concepts were discussed. It connects the global perspectives and its research contribution about the topic and the local ideology on students' spelling difficulties for the recommended teaching strategies important to teachers to enhance teaching in schools.



Global perspectives on the adequacy in spelling

Globally the language skills of being literate are valued in the extent that people's worth is often determined by their perceived acquisition or lack of literacy. Traditionally, fully competent, error-free adult reading and writing were the standard were the students attempts were judged (McGee & Richgels, 1990).

The research conducted on grades three and five students' strategic use of spelling knowledge by Kernaghan (2007), stated that, reading, writing and spelling were thought by many individuals as the processes which are made up of component skills separately. She assured that, a person is considered literate only when she or he mastered all the language skills and become a competent language reader, writer and speller or else lacking these vital skills the person is incompetent indeed and is illiterate.

A contemporary educational application of Vygotsky (1962) theories is reciprocal teaching used to improve student's ability to learn from text. In this method, teachers and students collaborate in learning the four key skills which of summarizing, questioning, clarifying and predicting. The teachers' role in the process is reduced over time. Also, Vygotsky theory is relevant to instructional concepts such as scaffolding and apprenticeship in which a teacher or more advance help to structure or arrange a task so that a novice can work on it successfully.

PNG National Government's perspectives

PNG after its independence in 1975 adapted education system from western colonial administration to educate citizens to be integral person in all aspects of life. To make this ideology a reality as stated in Papua New National Government (2010) the key to achieve this is education. PNG citizens must be literate with language skills to be competent and to face the challenging and complicated world, as English is said be a communication tool in today's business world. Having an educated population is critical to PNG's development in line with Sustainable Development Goal four (SDG 4), quality education is important for a knowledgeable and skilled population (Department of National Planning, 2018).

The evidence from early grade reading assessment (EGRA) research conducted in three provinces of PNG has revealed that students learning to read in English language tend to make slower progress DoE (2013) and if it is evident in reading skills, it be same to other language skills including spelling. Spelling is problematic to students as seen from my years of teaching experiences with dictation passages read poorly written by grade eight students.

Characteristics – which method is best?

Kernaghan (2007) stated that, teaching method has been based not on a theoretical or research base but rather on teachers' perceptions of what works best. This is influenced by the way in which the teachers themselves were taught spelling. "The support for traditional spelling strategies is based more on traditional attitudes and practices than on theory or research" (Heald-Taylor, 1998).

An examination of recommended approaches to teaching spelling revealed that many researchers favoured a combined method. While advocating for a strong reading and writing program, most researchers still reported the importance of a separate word study program. The program suggestions included word sorting along with the word list and test-study-test method. The orthographic knowledge gained by students is then highlighted and practiced through reading and writing, combining the best of both direct and integrated instruction.

Prabhu (1990), proposed that any attempt to find the best method was illogical because the teachers quite reasonably adapted and combined individual methods to suit their classrooms contexts and their own personal beliefs. Applied linguist like Pennycook suggested that teachers were frustrated because they could not implement any method fully and consistently because their context could not allow it (Pennycook, 1989). As time passes, new methods are created, and others fall into disfavour. Rajagopalan has observed that teachers experiences 'methods fatigue' with the continual coming and going of methodical fashion (Rajagopalan, 2007).

Participants

The study involved fifteen primary school teachers in three Josephstaal cluster primary schools namely Josephstaal, Katiati and Temandapuar. Two schools are Catholic agency schools and one is a government agency school all under the National Department of Education. The participants were chosen as four male teachers from Josephstaal, four male and female each from Katiati and three males from Temandapuar Primary School. These three primary schools cater grades three to eight classes for the six years of basic primary education. A total of 15 participants were selected from three cluster primary schools with 73% being male and 27% female as shown on the table below.

Table 1. Sites and the number of participants involved in the research.

Schools	Male	Female	Total
Josephstaal Primary	4	0	4
Katiati Primary	4	4	8
Temandapuar Primary	3	0	3
Total	11	4	15
Percent (%)	73%	27%	100%

Methods

The study used a mixed method approach for data collection and analysing. using both quantitative and qualitative data presentation. The study adopts the epistemology of social constructivism, the theoretical perspectives of interpretivism and symbolic interactionism, and the methodology of case study. The chosen theoretical framework has guided the selection of participants, collection and analyses of data and verification, along with ethical issues

relating to the research study. Table 2 presents the framework for the design of this study, which has been justified and explained in subsequent sections.

Table 2 shows the theoretical framework for the design of the study

Approach	Mixed methods (quantitative and qualitative)
Epistemology	Participatory action research
Theoretical perspective	Symbolic interactionism Interpretivism
Methodology	Case study
Data gathering methods	Questionnaire Interviews Field notes

A mixed methods approach was used by administering a questionnaire which generated both quantitative data and qualitative data. Administration of the questionnaire was then followed by one-to-one interviews which gave a fuller picture of the range of spelling teaching strategies at cluster schools. The use of quantitative and qualitative approaches, in combination, provides a clearer understanding of research problems than either approach alone.

One data gathering instrument was survey questionnaire. The purpose of the questionnaire is to explore the different spelling teaching skills used at Josephstaal cluster primary schools. The findings were used to make decisions about how teaching and learning could be improved. A Likert scale was used for respondents to indicate the extent to which they agreed or disagreed with the statements. While information from questionnaires were easy to collect and compare, its accuracy relied on how truthfully subjects responded to the questions. The questionnaire had ten closed items and one open-ended item as shown below.

Table 3. The statements written for questionnaire

1.	Students practice pronunciation of words to be spelt.
2.	Repeating of spelling words helps memorization
3.	Students give meanings of words to be spelt
4.	Pair work is encouraged
5.	Students given ten or more words each week to be learnt
6.	New spelling words introduce every week and tests are given each Friday and marks recorded
7.	Misspelt words need to be corrected and practiced
8.	Parents are expected to assist students with spelling homework
9.	Students find spelling easy
10.	Correcting student work is time consuming

The open-ended item asked respondents to in their own words, suggest spelling teaching strategies they consider relevant in teaching English spelling lessons followed by semi-structured interview.

The semi-structured interview has seven guiding questions, but allowance was made for interviewees to expand upon their opinions. The advantage of the semi-structured interview is to allow the interviewer to gather a variety of information, especially in relation to the interviewee's knowledge, beliefs or feelings toward a situation. The purpose of the interview is to gain teachers views on effective spelling teaching skills used in Josephstaal cluster primary schools. Teachers were assured of confidentiality and anonymity in reporting result s.

Table 4. The seven questions asked in the semi-structured interview are shown below.

1.	What common strategies are used in teaching language?
2.	Name and describe three spelling skills which you consider are used effectively.
3.	What resources support teachers in learning to teach English well?
4.	What are the criteria for assessing student spelling skills teaching during classroom lessons?
5.	What are the perception of teachers using spelling skills in language?
6.	How well do students interact and participate in English spelling learning activities?
7.	How can lessons be more child centered?

Results and discussion

Following are the results from data collected from the questionnaires used in this research project.

Table 5. Likert scale used in the narrative.

SA	A	U	D	SD
Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

Table 6. Overall results of the data collected and analysed from the questionnaire.

No.	Statement	SA 5	A 4	U 3	D 2	SD 1	Total
1.	Students practice pronunciation of words to be spelt.	12	3				15
		80%	20%				100%
2.	Repeating spelling words helps memorization.	12	3				15
		80%	20%				100%
3.	Students give meanings of words to be spelt.	8	6	1			15
		53.33%	40%	6.67%			100%
4.	Pair work is encouraged.	12	2	1			15
		80%	13.33%	6.67%			100%
5.	Students are given ten or more words each week to be learnt.	15					15
		100%					100%
6.	New spelling words introduced each week and tested each Friday and marks recorded.	13	2				15
		86.67%	13.33%				
7.	Misspelt words need to be corrected and practiced.	11	4				15
		73.33%	26.67%				100%
8.	Parents are expected to help student spelling homework.	6	7	2			15
		40%	46.67%	13.33%			100%
9.	Students find spelling easy.	3	2	4	3	3	15
		20%	13.33%	26.67%	20%	20%	100%
10.	Correcting students work is time consuming.	1	1	1	6	6	15
		6.67%	6.67%	6.67%	40%	40%	100%

The ten questions on the questionnaire were answered individually. Then the questions findings were tabulated showing the data analysed as well as its graph interpretation. The ten questions results are presented in pie graphs below.

Item 1 Students practice pronunciation of words to be spelt

All the participants (100%) agreed that students should practice pronunciation of words to be spelt. This indicates that English words pronunciation is vital for effective learning to transmit between students and teachers or between students themselves during spelling lessons. Pronunciation of newly introduced spelling words by teachers to students in a spelling lesson in the classroom is vital for the students' cognitive development of the spelling knowledge in English language application.

Item 2: Repeating spelling words helps memorization.

All respondents (100%) agreed that repeating spelling of words helps memorization by students in mastering the spelling of English words. The data collected and analysed from the research evidently shows that teachers should encourage their students to repeat spelling words to help their memorization ability to master the words being learnt in the spelling lessons.

Item 3: Students give meanings of words to be spelt.

All except one respondent (93%) agreed that students should know the meanings of words they are learning to spell.

Item 4: Pair work to learn spelling is encouraged.

All except one of the 15 participants agreed that pair work should be encouraged in the classrooms by teachers, so students can work in pairs by using the skill of cover, spell and check the spelling words within the peers. One of the 15 participants was undecided whether to encourage student pair work for spelling lessons.

Item 5: Students are given ten or more words each week to be learnt.

100% of the participants all strongly agreed that students should be given ten or more spelling words each week to be learnt. Respondents see 10 as an acceptable number of new words each week to develop mastery in spelling. Students must be exposed to new spelling words each week so that they can explore, discover and learn new words in each grade level.

Item 6: New spelling words introduced every week and tested on Friday and marks recorded.

Introducing and learning new spelling words every week and giving test every Friday and marks recorded is a routine activity for teachers and students. All respondents agreed that new spelling words should be introduced each week and tested on Fridays and marks recorded by teachers to monitor students' mastery of the spelling words.

Item 7: Misspelt words need to be corrected and practiced by students to enhance their spelling ability.

All respondents agreed that teachers should correct and have students practice those often-misspelt words to assist their spelling masterly. Although time consuming, misspelt words need to be corrected and practiced after the lesson.

Item 8: Parents are expected to help students with spelling homework.

Parents are expected to help students with spelling homework. Thirteen of the 15 respondents (87%) agreed or strongly agreed that parents should help their children with their spelling homework. Two respondents were undecided whether parents should assist children spelling homework.

Item 9 Students find spelling easy to learn.

Two thirds of the respondent group (66.6%) indicated that students do NOT find it easy to learn English spelling words. As English language is a second language for students in their learning process most of them find it difficult to grasp the newly introduced words in the spelling lessons.

Item 10 Correcting student work is time consuming.

The majority of respondents (over 80%) did NOT see correcting student work as time consuming, but rather part of normal duties of teachers to monitor student learning.

Interviewees views on the most common factors affecting students' ability to master spelling words at cluster primary schools included,

- shortage of teaching materials both for teachers and students
- poor foundation years at elementary schools
- no continuity of classes and effective daily lessons in the schools
- lack of students practicing and speaking of English in the schools.

The most common skills for teaching spelling lessons included,

- phonics drilling
- memorization of new words
- using flash cards with words during classes
- spelling blending and segmentation.

Recommendations

From the results of this research project, it is concluded that students spelling difficulties in Josephstaal cluster primary schools were affected by the following factors:

- students struggle to use English which is not their mother tongue and are learning it as a second or third language
- shortage of teaching and learning materials for teachers and students in schools

- students' poor foundation of phonics drilling in elementary schools
- non-continuity of lessons and effective daily lessons teaching in schools
- lack of English practice and speaking in schools.

This research project identified six spelling teaching strategies which are recommended to be applied in lessons by teachers to assist student spelling mastery in schools;

- phonics drilling
- memorization of new words
- using flash cards with words written on them during spelling lessons
- spelling blending and segmentation,
- word pronunciation
- word syllables.

The following recommendations are to be taken by national department of education, provincial education board, schools, teachers and students to have effective English spelling lessons and students spelling mastery in primary schools.

For national department of education

It is recommended that the curriculum specialists in the department of education should create and design many teaching and learning materials such as spelling text books and resource books for teachers and students across all grade levels. Special consideration should be given to foundation years with phonics books for each year level with the transition from OBE to SBC.

For provincial education boards

It is recommended that provincial education boards should promote annual in-service programs for English teachers to refresh their knowledge of phonics and technological skills to enhance their teaching to assist student spelling mastery in primary schools within the province.

For schools

It is recommended that schools should have strict rules on English speaking for both teachers and students and provide adequate reading materials for students to read during their free times. Teachers should supervise and monitor student reading in schools.

For teachers

It is recommended that teachers should set up mini-libraries in their classrooms. Use morning hours to encourage students to read and speak English as integrated into the class spelling lessons.

For students

The following two recommendations are to be taken by students.

1. Students are encouraged to speak English daily and should report others who make fun of them when they make mistakes and always be reminded that English is a subject just like any other subject and it must be learned to be competitive in today's world.
2. Students must be frequently reminded that English is a second or third language and is learned when it is used through speaking and listening. Students must be encouraged to read many texts (including digital texts) to widen their comprehension and word interpretation abilities. Reading broadens the mind and enables people to know about local and world events. Students should develop a reading habit.

Conclusion

To conclude the project report, students' spelling is problematic and this impact other subject areas in the learning. We (Teachers/educators) need our students to be good spellers who can set their directions to succeed in educational life. Education should be a shared responsibility of the parents, teachers and other stakeholders. Teachers have vital role to play in classrooms, from classroom organizational management to the planning and teaching of the lessons. When teachers teach students holistically with spelling words as early as in elementary and primary levels it will set foundation for English learning. Teachers must be open to new ideas and willing to experiment with learning strategies so that they can help students to become better learners through proper English speaking and on-going reading habits and speaking and reading comprehension when doing their school work. English is a communication tool which is vital to learning progression in all subjects. If students can spell, speak, read and write good English, this helps to achieve successful outcomes. Teachers are important agents in

classroom. Students depend on teachers to interpret and transmit quality learning for successive learning and progression to continue, especially in speaking and understanding English as second or third language.

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Teaching writing skills by secondary school English teachers: A case study of schools in Madang Province of PNG

Shamone Iggie

Abstract

This study explored the appropriate teaching strategies that secondary school English teachers can use to improve students' writing skills. The research problem was poor quality of student writing skills in PNG secondary schools. Purposive sampling was used to select the participants and research sites. Participants in this research included school principals, heads of English departments, English subject masters, and grade nine and eleven English teachers. Mixed-methods enabled gathering of both quantitative and qualitative data. I found out that the best teaching strategy for teaching English writing skills is genre teaching. Key genres are report, recount, explanation, procedure and discussion. Based on the respective genres, teachers teach the correct layout, language use, grammar, punctuations, spelling, correct word forms and sentence constructions.

Key words: English, writing skills, teaching strategies, writing strategies, assessment, assessment rubric

To cite this article

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Introduction

Writing is a difficult process and it requires time and multiple efforts to produce a well written piece of text. According to the PNG Language and Literature Upper Secondary Syllabus (2008), learners are required to write different kinds of factual and imaginative texts for a wide range of purposes. However, as an English teacher, I realized that even though students are studying English, they are often not able to produce even a single sentence without a grammatical error. It is evident that there is a lack of proficiency in writing. This is the existing identified problem in which the researcher intends to find appropriate strategies for it to be addressed.

Students who attend Good Shepherd Lutheran Secondary School and Tusbab Secondary School in Madang Province of PNG come from a variety of family backgrounds, home settings, home upbringings, cultures and of course the kind of language they communicate with varies from local vernaculars to pidgin and English. Students who reside at settlements, townships or other rural areas communicate with pidgin and local vernaculars. It is the environmental factors that have influenced their language communication.

Nevertheless, students whose parents are working class people who reside in Madang town at least communicate using the English language but not so often. In spite of these differences, how these students acquire writing skills? what type of writing they are taught? and how their writing tasks are assessed? are the main areas in which the researcher wishes to investigate respectively. The aim of this study is to find how writing is taught in secondary schools as well as what kind of writing is taught, and how written production is assessed? I am motivated to investigate whether different methods are used to impart the writing skills and the means of assessing it.

This study attempts to shed light on the teaching strategies that PNG English teachers exploit when producing a lengthy piece of writing. Its connotations may help teachers and their students benefit from the study's results. Furthermore, it could lead to some promising strategies for better writing skills by PNG students. By knowing and understanding these researched writing strategies, PNG English teachers will become prominent in dealing with them and more importantly, be significant contributors to transforming learners in becoming better writers of this wonderful nation.

Research questions

The overarching question:

What are the teaching strategies to improve the writing skills of secondary school students in Madang Province of PNG?

Supplementary questions

What strategies are appropriate for the improvement of secondary school learners' writing skills in English?

What kinds of texts are taught? And how are they taught?

How do teachers assess writing tasks?

What are some of the common teaching methods used in teaching the writing skills?
 What are the advantages and disadvantages of using those teaching strategies to teach writing?

Literature review

Literature is reviewed that is relevant to the phenomenon of teaching writing skills by secondary school English teachers in PNG. This chapter begins with a conceptual framework. Haralambos and Holborn (2008) mentioned that a conceptual framework is a tool used by researchers that enables them to find links between existing literature and their own research goals. Mokhamar (2016) stated that "the literature review, if carried out systematically, will acquaint you with previous work in the field, and should also alert you to problems and potential pitfalls in the chosen areas". The literature review in this study comprises both international and PNG literature.

Conceptual map for reviewing literature

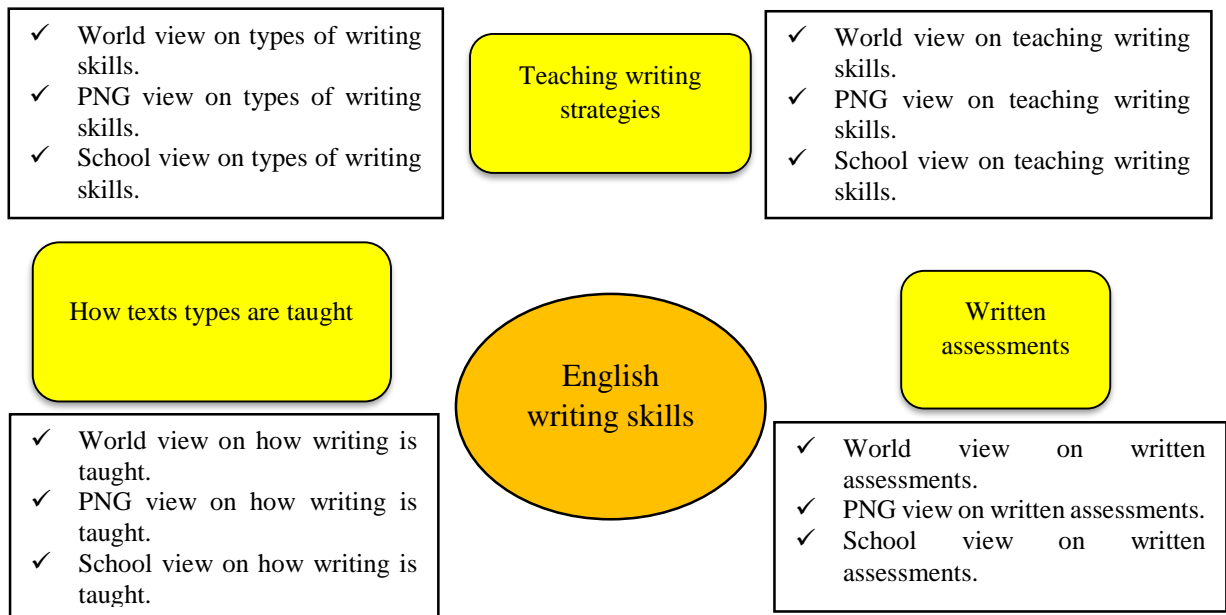


Figure 2.1: Conceptual Framework for Literature Review

Writing skills

Hadley (2001) described the process of learning to write in a second language as a “continuation of activities that range from the more mechanical or formal aspects of ‘writing down’ on the one end to the more complex act of composing on the other” (p. 281). On this continuum, writing develops first through skill-getting activities that focus on understanding the way the language functions (i.e., its grammar, syntax, lexicon, cohesive devices) to skill-using activities in which learners engage in expression and communication (Rivers as cited in Hadley 2001, p. 281). The ways these activities are structured in instruction highly depend on the purpose and approach to writing.

Integrating reading and writing skills

Mokhamar (2016) claimed that reading becomes the basis of writing because the information acquired through reading contains print-encoded messages as well as clues about how the messages grammatical, lexical, semantic, pragmatic, and rhetorical constitute, combine to make the message meaningful. Hirvela (2004, p.20) contended that reading supports writing through "meaningful input". Reading is necessary when students further their study, especially at the university level. They need good reading skills for acquiring knowledge and learning new information. However, we as teachers can see that most students' reading abilities are not good enough to do so. ‘Even reading comprehension skills of students at the upper secondary level are below the 80 percent criterion’ (Youngjermjantra, 1994).

Alderson (1984) mentioned ‘Reading is best defined as an interactive or a socio-cognitive process that results in creating meaning from the printed text’. Therefore, meaning creation is the production of a close negotiation

between reading on one hand and writing on the other. As Horning and Kraemer (2013) mentioned, if readers read to analyze different parts in a text, if they read different reading passages on a similar topic, if they evaluate what they read, to their personal life and experiences, meaning will be conveyed through the interaction of both reading and writing.

Reasons for teaching writing

Adas and Bakir (2013) commented that students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. Al-Khasawneh (2010) argued that a huge number of international contacts, regarding non-native to non-native communication and deals, are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. Therefore, the existence of competent writers and speakers of English is of a great importance for today's world.

Product-based approach and process-oriented approach

In the teaching of writing skills, teachers of English minimally need to recognize two essential approaches in teaching L2 writing, i.e. product-based approach and process-oriented approach. In developing learner writers, product-based approach prioritizes the formation of learners' language ability, and later if students have already mastered the basic skill in language, the focus will be shifted to the rhetorical problems. In contrast, process-based approach prioritizes learners' ability in developing and organizing ideas (rhetoric) through the process of prewriting, drafting, revising, editing, and publishing.

From these two approaches, teachers are expected to be able to identify features, strengths and weaknesses. Instead of knowledge on the approaches in teaching writing, ideally the teachers are also recommended to use the research findings as a reference to design and improve their teaching. By doing so, their teaching is based on sound theoretical bases and empirical data.

In relation to the teaching of writing, the process approach in teaching writing has become a trend in learners' contexts as revealed from the previous studies on teaching writing. In English second learners' context, a study by Winer examined the process of changes in the negative behaviors and attitudes of the graduate students towards writing and the teaching of writing. The findings revealed writing tasks using the process approach could change the students' negative attitudes and behaviors towards writing and the teaching of writing.

Technology

Kasapaglu-akyol (2010) agreed that 'the rise of technology integration has significantly contributed to the change in teaching reading and writing in a second language'. Such integration in second language learning teaching demonstrates a shift in educational models from a behavioral to a constructivist learning approach. These recent developments reveal that rapid changes in literacy have taken place as a result of the arrival of the computer and the development of other new technologies. Consequently, 'the pressure on teachers to keep up with such developments and to raise standards in their classrooms is ever present' (Feiler & Logan, 2007). 'Not only does it motivate and encourage students to engage in reading and writing, but the various ways it is used proves beneficial in cultivating writing skills among this population of students' (Lee, 2012).

Using e-journals, much like a composition notebook, gives students a safe venue for expressing their ideas without having to worry about handwriting or spelling mistakes. This technique hones their vocabulary skills and gives them an opportunity to receive written feedback from an instructor, which in turn aids in reading proficiency.

Another method, among many, is using online discussion boards. With this approach, students can communicate with one another as well as the teacher, receive peer feedback and practice conversational skills, all the while putting complete thoughts together in the form of typed sentences. Peer feedback is one of the most influential methods of becoming a proficient writer of English. 'Studies show that school age children are more conscious of their peers' reaction and perception than their instructor's, therefore, more adapt to learn from their constructivism' (Bitchener, Cameron & Young, 2005). Using these technological tools can provide that much needed opportunity.

By interviewing students, Ghandoura (2012) found that students thought computers made the acquisition of writing skills easier and faster. The possible downfall of these tools is that writing on computers gives an immediate alert to grammatical and spelling errors, which could become a lesson learned or a crutch. 'However,

in a rich-technology, English learners can become better readers and writers of English' (Ismail, Al-Awidi & Almekhlafi, 2012).

Genres of writing

Brown (2017) proposed that there are three main genres of writing:

- Academic writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations
- Job-related writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals
- Personal writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fiction.

Problems in writing

Triola (2003) suggested that the problems experienced by students in writing effectively are attributable, in part, to their difficulties in executing and regulating the processes which underlie proficient composing, planning and revisions of their work. Another important element in achieving excellence in writing is the reflective process the ability to critique one's own work as well as the work of peers.

Another study found that the formal attention given to writing practice outside of the content covered was apparent in higher education. Cho and Schunn (2007) reported that the National Commission on Writing in American Schools and Colleges (2003) supported this claim. 'They cited the practice of peer review of student writing, indicating that peer reviews can help instructors spend more time on other aspects of teaching by reducing the instructors' workload associated with writing activities (Cho & Schunn 2005; Rada, Michailidis & Wang 1994).

Writing at the secondary stage

Writing in this context, especially with reference to a language classroom in a secondary school, means learning and practicing the grammar of a language through written exercises. The students learn to write the sentences grammatically correct in orthography. Wren and Marten (2006) also narrated that the student has to construct sentences keeping in mind grammatical synchronization and variation, not to mention using appropriate terminology and correct spellings. At this stage the learner is likely to view words as entities of grammar, and to concentrate on the morphological changes necessary to sentence construction, rather than to see them as vehicles of meaning, through which they can communicate.

The ultimate meaning of writing skill is to construct grammatically correct sentences and to communicate a meaning to the reader. Real life communicative writing tasks, on the other hand, are letter-writing, form filling, report writing and so on. These communicative writing tasks are rarely practiced in our language classrooms. Communicative writing should be logical and coherent. 'Cohesion; the grammatical or structural unity and coherence; the unity of sense or meanings are also essential for high-quality writing' (Shahid, 1999). Moreover, the communicative writing must have a purpose and logic.

Teaching pedagogy

Brandes (1986) claimed that: "Learning what is meaningful and relevant depends partly on what is taught and partly on how it is taught." With the emphasis on what Brandes considered, we believe that if teaching literature fails to achieve its goals, it is not merely the fault either of literature as a subject or the weaknesses of the learners, but rather of approaches, methods and strategies used by teachers and educators to handle the huge bulk of literature. Thus, developing methodologies for teaching literature comes to be a very urgent recommendation on the part of both researchers and teachers to make the process more effective and consistent.

Oral and writing skills

Bereiter and Scardamalia (2012) proposed that a child's understanding of writing stems from knowledge of oral language. The authors called this concept the *knowledge-telling model* and presented writing in the context of general language use. The knowledge-telling model begins with a child's conceptualization of a writing assignment. Following the writer's perception of the task, the knowledge-telling process is utilized to identify a topic and genre, generate content from memory, check content for appropriateness, and then add to the

composition. This loop continues until the writer no longer has any memorized content to add or motivation is lost.

Becoming a responsible writer

As Tardy (2005) pointed out, the advanced academic literacy needed by research students requires not only linguistic ability but also rhetorical insight into their disciplinary community ways of building and disseminating information. An integral part of successful writing is understanding the expectations of your audience, that is your readers. Their expectations are shaped by the discipline they are part of and its history of what makes a particular text successful.

Data collection methods & participants

A mixed methods approach was used by administering a questionnaire which generated both quantitative data and qualitative data. Administration of the questionnaire was followed by one-to-one interviews which gave a fuller picture of the nature of the problem and impacts on the organization. Greener and Martelli (2015, p. 44) state the use of survey and interview. It is intended to use three data gathering instruments: a questionnaire, an interview and field notes. A semi-structured interview has five guiding questions but allowance was made for interviewees to expand upon their opinions. The advantage of the semi-structured interview is that it allows the researcher to gather a variety of information, especially in relation to the interviewee’s knowledge, beliefs or feelings toward the inadequacy in students’ writing skills.

Results & Discussion

This section of the article displays the results for data gathered on teaching writing skills by secondary school English teachers at Tusbab and Good Shepherd secondary schools in Madang Province of PNG. There were two data analysis approaches used to gather information about the research. A questionnaire was used for closed items with an open-ended question to gather quantitative data, and an interview was used to gather qualitative data. The results were gathered and analysed and are presented in tables and pie graphs which are then elaborated further in narrative form.

Table 4.1 shows respondents’ return rate per gender

Male	Female	Total
3	6	9
33%	67%	100%

Recommendations

This study recommends PNG secondary school English teachers to effectively implement the following teaching approaches to improve their teaching as well as students’ proficiency in their English writing skills:

- effective lesson preparation
- equal and balanced teachers’ workloads
- increase number of English teachers
- provide adequate teaching and learning resources for writing lessons
- speed up on marking written tasks and provide feedback immediately
- get students to value the importance of marking rubrics for assessment
- set appropriate learning outcomes and exercises which are appropriate for writing lessons
- provide quick assessment feedback to the students
- reduce number of students in a class.

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Shamone Iggie is 27 years old and married. She comes from a mixed parentage of Kavieng and Wewak and she is the second in a family of four ladies and a gentleman. She has completed year twelve in 2014. From 2015 to 2018, she did Bachelor degree in Education majoring Language and Literature and minoring Information Communication Technology at the University of Goroka. On the 26 day of April in 2019, she graduated with the award. She was then posted to teach at a girls' school in Rabaul called 'Our Lady of the Sacred Heart Vunapope secondary. Shamone was heavily engaged in teaching both English and ICT. In 2021, she completed the Master of Educational Leadership program at Divine Word University. In ten years' time, she sees herself as a professor educating students who will then contribute to building this nation.

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Challenges of school inspectors' role to support implementation of basic education: A case study of elementary and primary schools in National Capital District, PNG

Christopher Goibu

Abstract

This research project explored challenges for school inspectors to support the implementation of basic education in Papua New Guinea (PNG). With the structural reform, the elementary and primary sectors are now merged as “basic education”. It is the role of the school inspectors to monitor the quality and standards of implementation in basic education schools. A case study was done of elementary and primary schools in the National Capital District (NCD). Mixed methods involving a questionnaire and interviews facilitated getting qualitative and quantitative data to answer the question: What are the challenges affecting performance of school inspectors implementing basic education in the PNG education system? Purposive sampling was used to select the research sites and participants. The study found that inspectors struggle to do routine visits to schools because of transport and funding constraints. Some inspectors needed more knowledge and skills for their roles. Frequently inspectors used their own resources or got assistance from schools to facilitate visits which were necessary for quality assurance. The study found that inspectors were committed to their roles despite the challenges they faced but would appreciate more support in terms of professional development and conditions of service. The findings suggest that professional-standard support from the authorities is necessary for the successful implementation of the basic education.

Key words: Education service, standards, compliance, quality, inspector, roles, basic education, welfare

To cite this article

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Introduction

Research problem statement

The study investigated the challenges of school inspectors' role in basic education schools in Papua New Guinea (PNG). The problems of the research are the factors affecting the performance of the school inspectors that should clearly distinguish the degree of understanding they have of standard compliance. This can be a problem leading to poor quality of education in terms of students, teachers and school standards. In 1980, Apelis, reported on the 'the role of community school inspectors'. Rena (2011) argues that it is very slim decision from the local authorities to fund basic education, as the consequences are still pending (p. 3). I am motivated to explore further into school inspectors' roles particularly with basic education school inspectors in the nation's capital who are national officers attached to National Capital District Education Services (NCDES) in Port Moresby, Papua New Guinea.

Significance of the study

This study is to analyse challenges affecting psychological and sociological aspects of inspectors' lives, gathering the data within a specific timeframe (Stake, 1995; Yin, 2009, 2012, 2014). The intention is to identify a rate of performance of school inspectors with the changes in the education system at divisional or provincial levels. School inspectors are traditionally the link and the drive of education system into schools. It is important to analyse and investigate the problems in order (a) for inspectors to be certain of the basic education duties, (b) to empower school inspectors to make inspectorial system work, (c) to provide possible approaches for improvement, and (d) to promote quality interactive working mechanisms.

Furthermore, Maslow's hierarchy of needs in McLeod, (2007) reaffirmed that human beings are driven by their inner desired needs to satisfy and maintain their identities. Any organization can be a success only when the leaders know how to motivate or recognize their followers. In other words, our behaviour is influenced by the power of feeling satisfaction. (Figure 1 illustrates Maslow's five hierarchy of needs-importance of recognition).



Figure 1: Importance of recognition level in human needs

Research questions

The main question to be answered by the study is;

What are the challenges affecting performance of school inspectors implementing basic education in the PNG education system?

Supporting questions are:

What are the roles and responsibilities of school inspectors in basic education?

State and describe three factors affecting performance of school inspectors which you consider as most important?

How can the authorities support school inspectors to perform their duties effectively?

Literature Review

This section reviews literature of relevance to this project to explore inspection system perceptions and challenges of educational standards in carrying out inspection roles in basic education schools in the National Capital District of PNG. This chapter presents a conceptual framework which was developed to provide an overview of variables in this study. This review of the literature considers how policies on education standards are formulated, and support given for single standard theory to improve teaching and learning. In other words, to reveal the views of global, local and practitioners on the role of school inspectors. Basic education is the foundation of preparing a child with basic literacy and numeracy skills to either advance in education or become a productive person in the society (Obayan (2000)).

Conceptual map

The literature review initiates with a conceptual framework. A conceptual framework is an instrument used by researchers that aids them to find relations between existing literature and their personal research goals (Haralambos & Holborn, 2008).

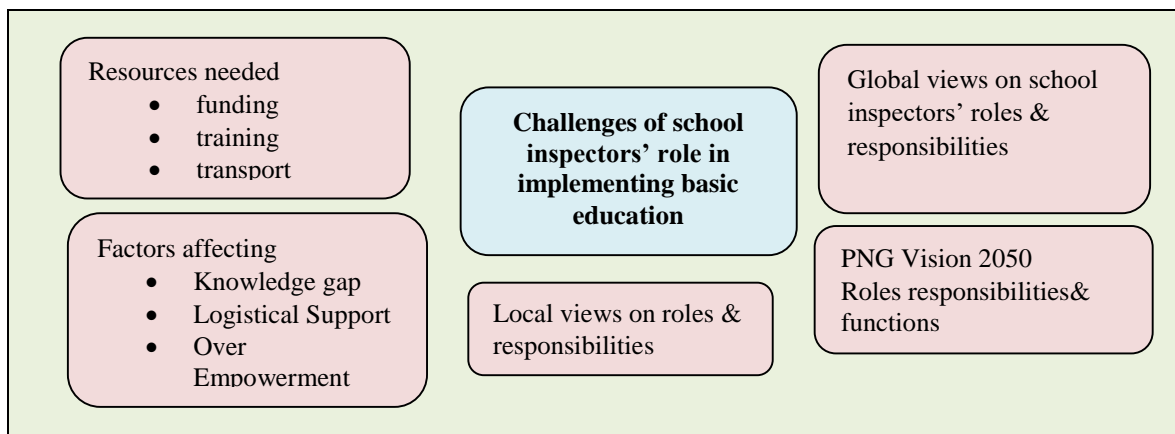


Figure 2: Conceptual map for the literature review

Figure 2 illustrates the themes which will be used to explore literature in relation to the topic of challenges of school inspectors' role to support implementation of basic education. It will be discussed in an anti-clockwise approach.

Global perspectives on the effectiveness of school inspectors' roles and responsibilities in implementing basic education that should boost inspectors' inspection roles

In spite of the great interest in studying the challenges of school inspector's role in implementing basic education, it is imperative to recognize that a number of writers in our fields have given their views towards the challenges faced by school inspectors in the implementation of basic education. Most expressed views on the inspections and professionalism, academic and learning standards and the overall organization of the school. Some say about the terms and conditions of the school inspectors as national officers and the role and functions played depending on the specific context of implementation. In 2012, Mathew's view on challenges of basic education, will also help improve the implementation of basic education through roles of school inspectors.

In this way, we are in a context of closed professionalism, with an instrumentalist vision (Lenoir et al., 1999). The inspection profession is not just a control tool but mainly a support system and a means of educational resource management (Merlin, 2008). It is too much for a school inspector to perform both formal and informal tasks, (Mohamed Essaoudia et al., 2015). In other words, an inspector's presence is not felt in the schools. In an urban setting, there is a demand for higher outcomes as well as managing the challenges in the roles of school inspectors.

According to Hargreaves (1995), inspection is a tool used by inspectors to monitor the educational system, tracking standards and performance levels within certain duration periods and detecting schools' failures. This is consistent with the view that inspection is a tool for improvement (Woods & Orlik, 1994; Campbell & Husbands, 2000). It is through finding the weaknesses and improvement in schools that verifies the performance of the educational system to inform national and regional educational policy, practice and development, (McGlynn & Stalker, 1996). Educational inspectors' leadership is still very important for standards and a quality education system.

PNG Vision 2050 views

According to Michael Somare (2009) in order to be successful, we must also ensure that our public servants are skilled and properly resourced in order to deliver the promises of the Papua New Guinea Government. It is relevant to human resource management. The success of Vision 2050 lies in the hands of public servants as the workforce. They hold the key to achieving the targets which the government has set. The school inspectors need to be well-educated, healthy and appropriately skilled to achieve the targets with values and commitment to implement Vision 2050. The core function of an inspector is to monitor and account for the achievement of the intended purpose of the education system. Therefore, the department responsible should be committed to address issues faced by school inspectors.

The Department of Education has its National Education Plan which is the framework that will be implemented at national, sub-national, school and community levels. Strategically, it is a corporate plan since the divisions will focus and produce their divisional or provincial corporate plans in cooperating annual operational plans. The coordinating officers are inspectors who monitor and evaluate the system and suggest ways of strengthening.

The Department of Education is responsible for teacher education, inspection and registration; the national curriculum; curriculum materials; examinations; the national institutions, and specially, schools in the National Capital District. The school inspectors are the ones who ensure these areas of expectations are achieved. In 2012 the government introduced certain policies to address some challenging issues for quality standards, for example, Tuition Fee Free policy to increase access to education in basic education level. Also, the organizational structure has changed from elementary and primary to be known as basic education. The school organization has changed which has affected the inspection structure as well. As a result, there is an increase in enrolment and complex management remains a challenge to quality education at basic education.

The Inspection's Division (ID) is responsible for monitoring, supervising, assessing and evaluating the quality of *school leadership, positive school environment, effective school management and quality learning outcomes and standards* through visits to all basic education (elementary and primary) and secondary schools in the Papua New Guinea (National Quality Schools Standard Framework).

“The functions, interactive strategies and processes being applied by inspectors are complex social practices which have developed over time” (Wilcox & Gray, 1996, p. 127). This must truly be understood in order to sustain and improve standards and quality education in schools. Figure 3 shows inspection as an eco-system with functions, strategies and processes.

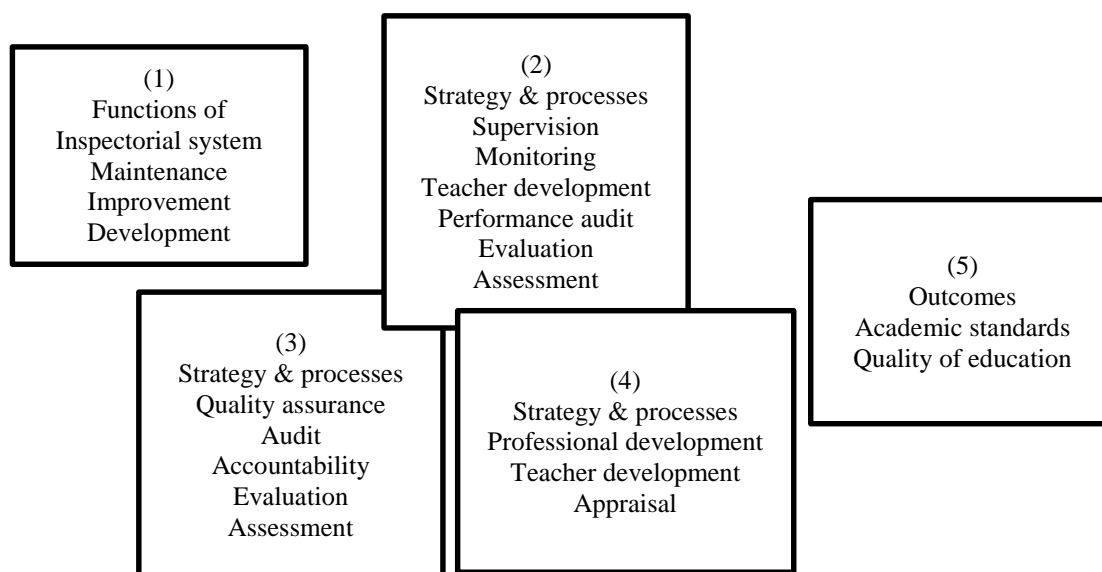


Figure 3: Inspection as an eco-system with functions, strategies and processes

Box (1) represents the functions/purposes of the inspectorial systems. Boxes (2), (3) and (4) represent the inspectorial interactive strategies and processes applied or occurring between inspectors and teachers. Box (5) represents the intended outcomes resulting from interactive strategies and processes of the inspectorial systems.

Local views

In the views of the researchers in local perspective, Inspectors as external supervisors perform their responsibilities without clear outcomes because inspectorial system processes have persisted mandatory and have believed as ritual qualities (Apelis, 2008). Inspectors were so used to rot practices, resulted in stagnant and would not accept changes. In 2000, Department of Education started elementary education with the establishment of the elementary inspectorial section. Philosophy of Education with its new intention was to improve the quality of education provided by the schools through reforming the curriculum, upgrading teacher qualifications and restructuring the school system.

Nationally, the responsibility of supervising these reform initiatives is within the function of the inspectorial system. Functions are monitored and supervised through the inspectorial system by the school inspectors. The inspectors are answerable to the Secretary for Education and have direct influence over the centralized functions. They advise and report to provinces on decentralized functions and do not have direct influence on decision making affecting these functions. However, where standards and the quality of education are adversely affected by lack of attention to the decentralized functions by the provinces and schools then DoE is advised to take necessary actions to remedy situations accordingly. The gradual expansion of schools and staffs together 22 divisions of education including the National Capital District, and their diverse levels of management and development have also complicated the work of inspectors. These changes added more responsibilities for the inspectors making it very difficult for the system to function well. (The National Research Institute, 1988). Inspectors’ advisory and inspection role is to assist and assess performance of the teachers. using common checklists and standardized report formats for consistency and control quality of writing and reporting one-to-one (Department of Education, 1994).

Factors affecting school inspectors’ performance

In this section, I will provide the three main challenging factors that affect the school inspectors while performing their roles. Each subsection contains supportive views from others and my own.

Knowledge gap

Factors that hinder effective inspection and supervision of basic education schools in National Capital District Education Services. School inspectors lack in the knowledge and skills of interventions amalgamating elementary and primary sectors as one. Specially, the pedagogy and the inspections system. Lack of inspector training and upgrading, teachers' perceptions on the basis of qualifications may result in an untimely functioning of the inspectorial system. Such malfunctioning might have an effect on teacher thus affecting standards and the quality of education provided by the schools (Tapo, 2004). The resources and other materials used by inspectors. The understaffing objective being experienced by inspectors. Some inspectors were still wearing on the colonial autocratic approach to inspection. The review of related literature showed that the factors that affect effective inspection and supervision of schools are many and varied. The purpose of inspection is to promote the highest possible standards of learning, teaching, training and achievement throughout the education, training and youth sectors.

Logistical support

Logistical Support is not there with six inspectors overseeing approximately 15 schools per zone. Lack of transport and location of the schools, limit inspectors' everyday visits to the schools. Even lack of adequate time for meaningful inspection of schools hence making it problematic for the inspectors to have an accurate and wider image of schools being inspected before leaving them. (Nakitare, 1980; Wilcow & Gray, 1994).

There is also lack of sufficient funds, such as travelling and sustenance allowances for inspectors to meet expenses associated with transport and accommodation. For instance, Inspectors submit the quarterly school visit itinerary and budget estimates. Most times, they receive cut or nothing at all. In fact, this is city, money is needed to purchase stationaries, equipment, fuel and maintain the vehicles that will convey the inspectors to and from schools. When there is no funding, it makes situation worse for school visits.

Over empowerment

School Inspectors as national officers, are prone to adhoc tasks, generating intrusion making their job more and more tough. Inspectors are always instructed to attend to new additional tasks which they are not prepared for. Since they are compliance officers, how urgent it is they will still execute. In due process, the inspectors failed to achieve the key performance indicators, under pressed and little motivation. Also, there is understaffing where number of Inspectors is inadequate for the total increasing number of schools and enrolment.

Even increased directive, without hesitation of our challenges, the inspectors implement the decisions. (Tapo, 2004). Lillis (1992) argued is that 'inspectors act as the 'eyes and ears' of the system and communicate from one to the other'. This labelling as made inspectors to be exercising special authority from the Secretary exhaustively. NCD being right in the 'nose' of the government and the department, inspectors are always on their toes.

The role of inspectorate is to offer schools practical support and in relation to external. As an accountable and external evaluator, inspectors are entrusted to assess the whole school on the general management and leadership within the school community and the facilities (Fullan, 2009). Concisely, more workload with less or no motivation.

Support for school inspectors to improve performance

According to PNG Development Sustainable Plan (2010-2030), states that the "human resource development and training goal is to ensure every professional workforce needs to be fully skilled", (p.63). So, in the education sector, increase in the current number of teaching staff and support staff like school inspectors have to be also upskilled and increased to meet the demand. National Government through the Education Department can support the NCD school inspectors to improve their performance in the following ways. In addition, administratively bureaucratic ethical practices have to be emphasized in order to motivate people with necessities for development and survival (Drechsler and Tolibovna, 2020). This implies that school inspectors can perform their roles and responsibilities well with appreciation.

Training: The training of inspectors is very important. Therefore, there is a need to upgrade qualification, provide both pre-service and in-service trainings to inspectors.

Attractive system: Revive the inspectorate system to be more attractive in terms salary and incentives.

Recognition: A recognition of inspectors on promotion and appointment should be done on merit or replace non-performing personnel.

Facilities: Adequate facilities should be made available to inspectors for them to excel in their performance.

Transport: Providing transportation for school inspectors is critical by Nakitare (1980), and need to be supported with vehicles to enable inspection of schools, Mwanzia (1985). School inspectors are professional experienced practitioners of the education system. They are at the forefront in the implementation of structural and the curriculum interventions in the education system.

According to Kjeldsen, (2019, cited by Hassan, Zhang, Ahmad and Liu, 2021), motivated public servants are an aid to the successful implementation of any new interventions in an organization. Once the inspectors are comfortable, they can surely provide maximum standards in the inspectoral protocols to uphold quality teaching and learning. The actual assurance of inspectors' job is to ensure that there is quality teaching meeting the National Standards of Education (National Teacher Standards Framework (NTSF)). The government has to be very supportive to school inspectors for effective monitoring.

Questionnaire

One data gathering instrument was a survey questionnaire. While information from questionnaires is easy to collect and compare, its accuracy relies on how truthfully subjects respond to the questions. A Likert scale was used with five indicating "strong agreement" and one indicating "strong disagreement. The questionnaire had ten closed items and one open-ended item. The items were:

1. Inspectors are committed in their roles
2. Inspectors are visiting the schools regularly
3. Inspectors use department vehicles
4. Inspectors live in state or institutional homes.
5. Teachers maintain standards at all times
6. Inspectors are conducting training
7. Inspectors are advancing in their job competencies
8. Inspectors provide maximum support to teachers
9. Inspectors use schools for funding their calendared activities.
10. Inspectors meet their own costs to visit schools
11. Suggest other ideas which you consider relevant and important to the role of school inspector in implementing basic education.

Semi-structured interview

A semi-structured interview has four guiding questions but allowance was made for interviewees to expand upon their opinions. The advantage of the semi-structured interview is that it allows the researcher to gather a variety of information, especially in relation to the interviewee's knowledge, beliefs or feelings toward a particular situation.

1. Why did you choose school inspector as a career?
2. What are the expectations of the role as a school inspector? (by national government, department of education, division of inspections, division of province, school, stakeholders)
3. What are your expectations as a school inspector in the role of implementing the policies of education system?
4. What are the areas that need improvement in the role as a school inspector to strengthen inspectorial system?

Data analysis

Two data analysis approaches will be needed as the closed items on the questionnaire generate quantitative data which is treated differently to the qualitative data which will be generated by the interviews and the open-ended item on the questionnaire. For the quantitative data, recording tables will be prepared and responses for closed items entered. Scores will be tallied and converted to percentages. The results will be presented in tables or graphs. For data from interviews and the open-ended item on the questionnaire, a record will be made of all the responses. It is about reaffirming various statistical data mediated for analysis (MacKinnon *et.al*, 2007). By reading, coding and classifying the suggestions, salient themes are generated from the qualitative data. Discussion of the data will be presented in narrative form.

Participants

The participants who took part in the questionnaire were two students, two teachers, two coordinators, four head teachers, two teacher in-charge and five school inspectors. The closed items on the questionnaire generated quantitative data. The interviewees were: three male inspectors, two female inspectors, two male coordinators, two male head teacher, two female head teachers, one male (tic), one female (tic), one male base level teacher, one female base level teacher, one male student and one female student. For the open-ended question, only five inspectors responded from the given 17 questionnaires. Qualitative data was generated by the interviews and the open-ended item on the questionnaire.

Table 1: Participant profile showing number of participants per gender according to their positions

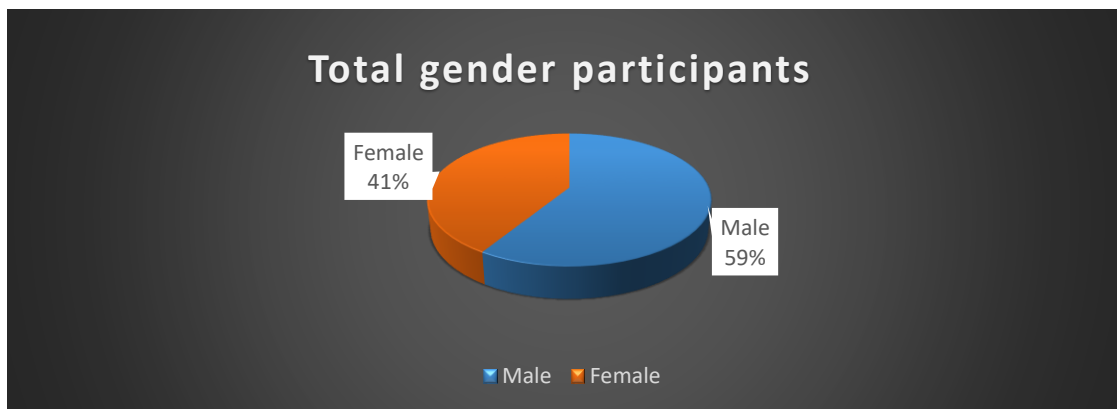
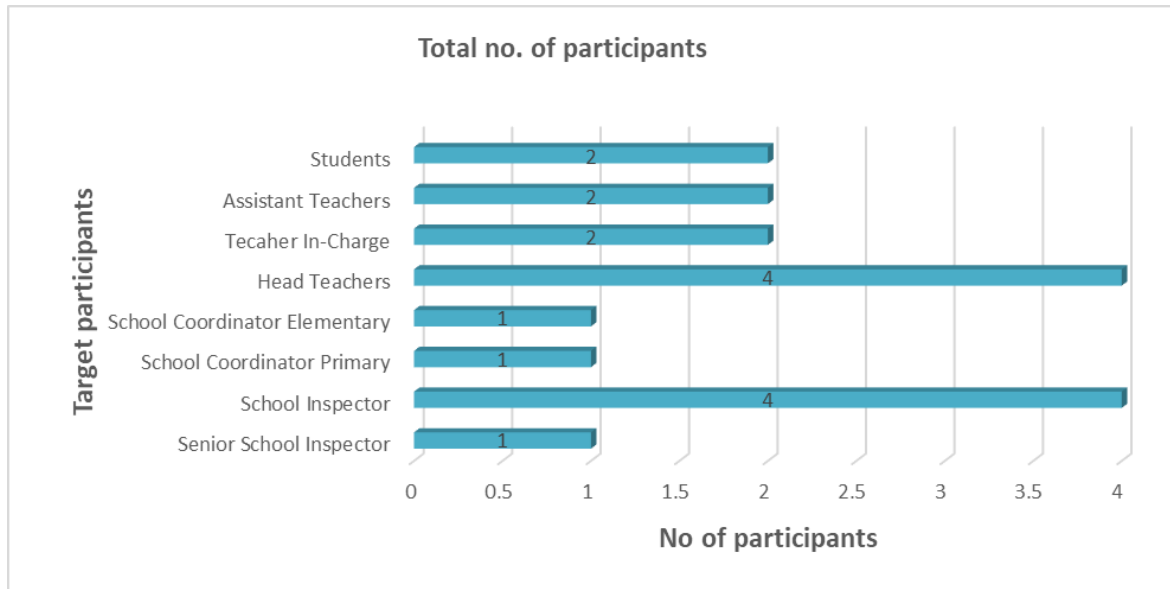


Figure 4. Gender of participants

The pie graph shows total number of male and female participants. This indicates that more males than females participated in this research.

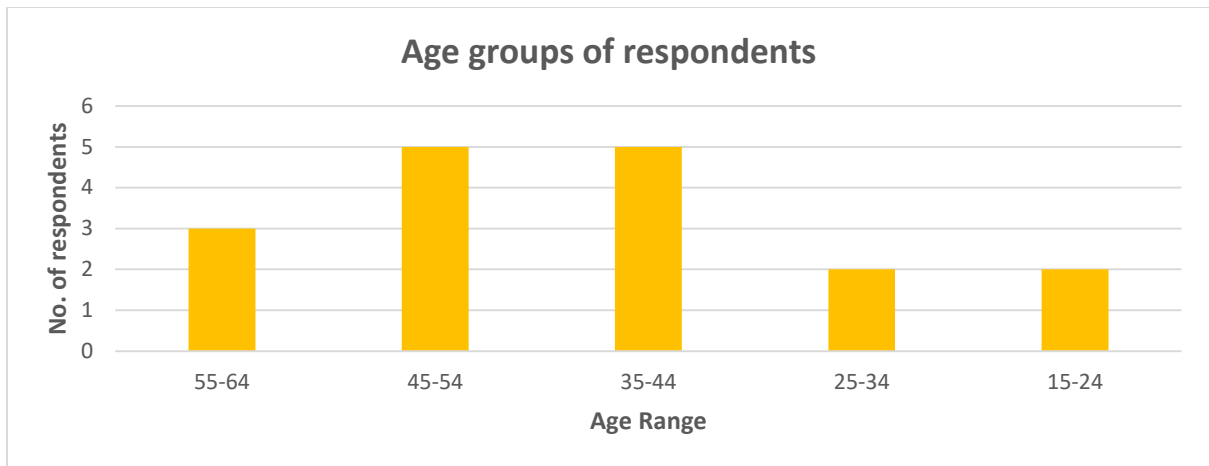


Figure 5. Respondents in age groups

Results and discussion

Maintain quality and standards

According to the interviewees' responses from the question 1, every individual response is unique and vary because of the number of experiences in the inspections field. However, they are all driven by the passion to maintain education quality and standards. Such responses show that they are determine to perform their roles as school inspectors regardless of their experiences. Therefore, for effective implementation of inspectoral system, administrative leadership is needed to empower them with necessary equipment and resources. About four out of five (80%) of the respondents, made their emphasizes on teaching and learning as the basis of the driving force. They are still visiting the schools (meeting own costs/assistance from schools) as they have the passion to serve.

Implement directives and uphold laws

In regard to the interviewees' responses from the question 2.1, every individual response is almost the same regardless of the number of experiences in the inspections field. However, as citizens and public servants, they are loyal to serve and implement directives and uphold laws of the nation. Such responses show that they are determine to perform their roles as school inspectors with determination. Therefore, for effective implementation of inspectoral system, every inspector is duty bound to perform his or her duties with loyalty. About (100%) of the respondents, affirm their main reasons of implementing directives as they made their commitment to serve the people and the government of the day.

Monitoring and reporting system

Conferring to the interviewees' responses from the question 2,2, every individual response is unique and enormously in support of the Department through inspections line of duty. They impound themselves towards the monitoring and reporting system of the department. Regardless of the years of experiences, they have a common purpose to achieve its vision. Therefore, personal leadership in compliance to the job description is very much needed. About (100%) of the respondents, expressed their true purpose of working as education officers for the department. Their presence on worksite at schools require designating state vehicles rather than public vehicles to quantify the amount of effort.

Improve inspections process and procedures

According to the interviewees' responses from the question 2.3, every individual response is consistent to the nature of the division's function. In fact, they are all fully aware of the duties imposed within the inspections that is to improve the standards of inspections processes and procedures. Such responses show that they are intact in performing their roles as school inspectors as much as possible in representation of secretary. Therefore, strong administrative and effective management leadership is needed to accomplish the Key Performance Indicators of the Division. About four out of five (100%) of the respondents, revealed that they are all for greater and smarter officers in assuring quality implementation of curriculum and policy matters. They need proper accommodation rather than living in their own homes to fully accomplish their tasks meaningfully.

Professional and technical input

Conferring to the interviewees' responses from the question 2.4, every individual response is parallel to each other as the officers are only attached to the administrative arm. Otherwise, they are determined to fully support professional and technical input to the standards of the province. These responses show that they are neutral in terms of their mandatory roles as school inspectors and as national officers. So, overall performance of the implementation of inspectoral system and administrative leadership is vital at for the standards of the province. About (100%) of the respondents are adamant to provide the maximum assistance towards the raising of provincial benchmarks. When inspectors prioritize standards than they boost the morale of teachers to be competitive in their professional role of duties.

Regular visits and ensure quality implementation

According to the interviewees' responses from the question 2.5, every individual response is almost the same as far as their core duties are concern. The main intention is for them all to be in schools doing regular visits and ensuring quality in the entire implementation of the curriculum. Such responses demonstrate that there is automatic willingness to their roles as school inspectors. Therefore, sufficient administrative leadership with adequate support is needed to establish stronger understanding. About (100%) of the respondents made, totally submit for the good of the school. They maintain school and teacher standards by doing school visits and conduct professional development trainings.

Awareness and advocacy

In relation to the interviewees' responses from the question 2.6, every individual response is unique because outside influence affects the image of the school. As external assessors, they are positive and obliged to make awareness and advocacy during special gatherings. Such responses show that they are open minded and prepared to perform their roles as school inspectors. Therefore, implementation of inspectoral system for quality education by educating stakeholders is helpful. About (100%) of the respondents, made their business to be with the people and disseminate first-hand information.

Empowerment with sufficient support

According to the interviewees' responses indicated that inspectors are all ready to empower and boost morale of the teachers in relation to competencies. Such responses show that they are standing tall to perform their roles as school inspectors. Also, they are in desperate need of support to perform their roles as school inspectors. These officers are really critical of the inspections on the whole system of the education department. Therefore, proper support is required for effective implementation of the policies through the inspectoral system. About (100%) of the respondents, are of opinion to ensure quality imparting of legal policy protocols. Therefore, the success of system implementation needs effective administrative leadership. About (100%) of the respondents, insisted that best support is crucial. The upskilling for job competencies and logistical support are significance of advancement.

Recommendations

First, it is recommended that the national government *establish* a committee to compliment the school inspectors under the Human Capital and Resource stipulated in the PNG Vision 2050.

Second, it is recommended that the department *create* special determination in the acts and policies on the welfare of the school inspectors underpinned in the Education Plan. Particularly, provide suitable accommodation and transportation. Otherwise, increase the attractive salary package so they could take care of themselves during their school visits.

Third, it is recommended that inspections division *facilitate* sufficient support and identify potential candidates for recruitment and training through the Human Resource Training Desk.

Fourth, it is recommended that provincial education *coordinate* ownership of the school inspectors by securing homes and support them with vehicles. Administratively, inspectors are over used on ad-hoc tasks from the administration so they should accommodate them in their corporate plans.

Fifth, it is recommended that the schools *counter-fund* the school inspectors the routine visitations. Even, incidental visits are to be taken care of by the schools under professional development and good governance component of the School Learning Improvement Plan (SLIP).

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Teaching agricultural knowledge and skills in Enga Province

Netty N. Kitungu

Abstract

This study investigated how agriculture is taught in Enga Province. Teaching of agricultural knowledge and skills is important in Papua New Guinea. Both agricultural knowledge and skills are supposed to be taught coherently to produce young self-reliant Papua New Guineans. However, teachers concentrate on teaching agricultural knowledge in theory whilst the practical part of the lesson is frequently neglected. Students can understand agricultural knowledge and do better by scoring good grades for theory work, but the knowledge becomes useless if they do not master the practical skills. This research was a case study. Purposive sampling was used to select the research site and the fourteen participants. Both quantitative and qualitative methods were employed and questionnaires and interviews were administered to collect data. The participants in the study claimed that the school administration was not supportive in providing necessities to teach agriculture in practical ways. However, it can be questioned whether the agriculture teachers are doing their part to improvise and teach agriculture practically. It is argued that the schools can produce self-reliant individuals if the teachers improvise with whatever resources they have and apply realistic teaching strategies. The school administration should support the agriculture program because it helps build students to become self-reliant citizens in this developing nation.

Key words: Agriculture, theory lessons, practical lessons, agriculture teaching strategies, self-reliant citizens, agriculture produce.

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Introduction

People need food to survive. When there is no food security, a country runs into starvation and that is not a good sign. Agriculture dominates the rural economy of Papua New Guinea (PNG). More than five million rural dwellers (80% of the population) earn a living from subsistence agriculture and selling crops in domestic and international markets (Bourke & Harwood, 2009). Concern is expressed about some people getting involved in stealing or begging. To minimize such problems, agriculture education is very important to teach agriculture in a practical way to build and shape young people to become self-reliant. Instead of producing food at a family size scale, people should produce food and other agricultural produce at a much larger scale to market nationally and internationally.

Khanna and Solanki (2014) claim that agriculture plays a crucial role in developing countries and provides the main source of food, income and employment to their rural population. Anderson (2018) stated that it is expected that agricultural education teachers should have a foundation of content knowledge strong enough to reach each individual's need within all of these pursuits, as well as proper teaching techniques to meet the needs of each student in the classroom. Ismail (2018), stated that agriculture teachers who remain in teaching longer will likely gain more skills and experiences, becoming more competent and effective teachers. Clearly, staffing qualified and effective teachers has been a high priority for schools. It is important to have sufficient agriculture teachers that have a high commitment to teaching. The landscape surrounding agriculture has undergone significant changes in recent years. Higher food prices, the consequent world food price crises in the late 2000s, along with a gap 60 percent expansion in demand for agricultural products by 2050, has driven a resurgent interest in the sector- among policy makers, development practitioners, and private actors. (Athletics United Nations n.d).

Moody (2006) stated that agricultural education has been an essential factor in the success of agricultural development in the Netherlands. At present, as in many countries throughout the world, the position of agricultural education is threatened. Otsuka and Fan (2021) stated that agricultural development has long been linked to increased food production and availability, improved farming productivity, and increased income for small farmers. The changing global landscape has resulted in agriculture playing a larger role in many areas of human well-being, including reducing poverty, providing adequate nutrition, improving environmental sustainability, and promoting equity and equality among genders.

Statement of the problem

Agriculture is the practice of cultivating the land (planting and harvesting crops) or raising livestock (looking after animals) for consumption and other uses. Agriculture is a compulsory subject in secondary schools in PNG. The problem underpinning the research is whether or not agriculture is taught in practical ways. Research is all about collecting information about an issue which is contemporary and to rationalize strategies on how to improve the issue. The research will be held at Sirunki Lutheran High School and Kopen Secondary School in Enga Province. Sirunki Lutheran High School is a boarding school and was established in 1993 and it is run by the Lutheran Church whereas Kopen Secondary School is a newly established school and is run by the Catholic Church. One of the common motives of both schools is to produce self-reliant individuals who can be independent in any circumstances of life.

Aims and objectives

The research aims to study the importance of agriculture knowledge and skills. Agricultural knowledge and skills should be taught in a practical way to equip students to make a living. Agriculture is to do with everyday life.

Methodology

A mixed methods approach was used by administering a questionnaire, which generated both quantitative data and qualitative data. Administration of the questionnaire was followed by one-to-one interviews, which gave a fuller picture of the nature of the problem about teaching and learning of agricultural skills and knowledge and skills in the Enga school. Wisdom & Creswell (2013) stated that the term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing”, of quantitative and qualitative data within a single investigation or sustained program of inquiry. In addition, the basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis.

Arora (2020) stated that there are two main types of data analysis.

1. Qualitative analysis: This approach mainly answers questions such as ‘why’, ‘what’, or ‘how’. Each of these questions is addressed via quantitative techniques such as questionnaires, attitudes scaling, standard outcomes, and more. Such kind of analysis is usually in the form of texts and narratives, which might also include audio and video representations.
2. Quantitative analysis. Generally, this analysis is measured in-terms of numbers. The data here present themselves in terms of measurement scales and extend themselves for more statistical manipulation.

Theoretical approaches and key concepts (topics)

The chosen theoretical framework will guide the selection of participants, collection and analysis of data and verification.

Approach	Mixed methods (quantitative and qualitative)
Epistemology	Social Constructivism
Theoretical perspective	Symbolic interactionism Interpretivism
Methodology	Case study
Data gathering methods	Questionnaire Interviews

History of agriculture in Papua New Guinea

Bourke and Harwood (2009) stated that the history of agriculture in Papua New Guinea is about 10,000 years old. This history is reviewed here in the context of 50,000 years of human occupation of the Australia-New Guinea region. Agriculture has always been extremely important to Papua New Guinea as we were among the first gardeners in the world. The lower secondary agriculture syllabus contributes directly to Papua New Guinea as it emphasizes sustainability, agricultural enterprise and the use of agricultural technologies. It also contributes to the well-being of Papua New Guinea people as skills in agriculture encourage prosperity through self-reliance. It links to the National Education Plan as it will enable students to achieve their individual potential to lead productive lives as members of the local, national and international community (PNG DoE, 2006, p.1).

Papua New Guinea’s vision 2050

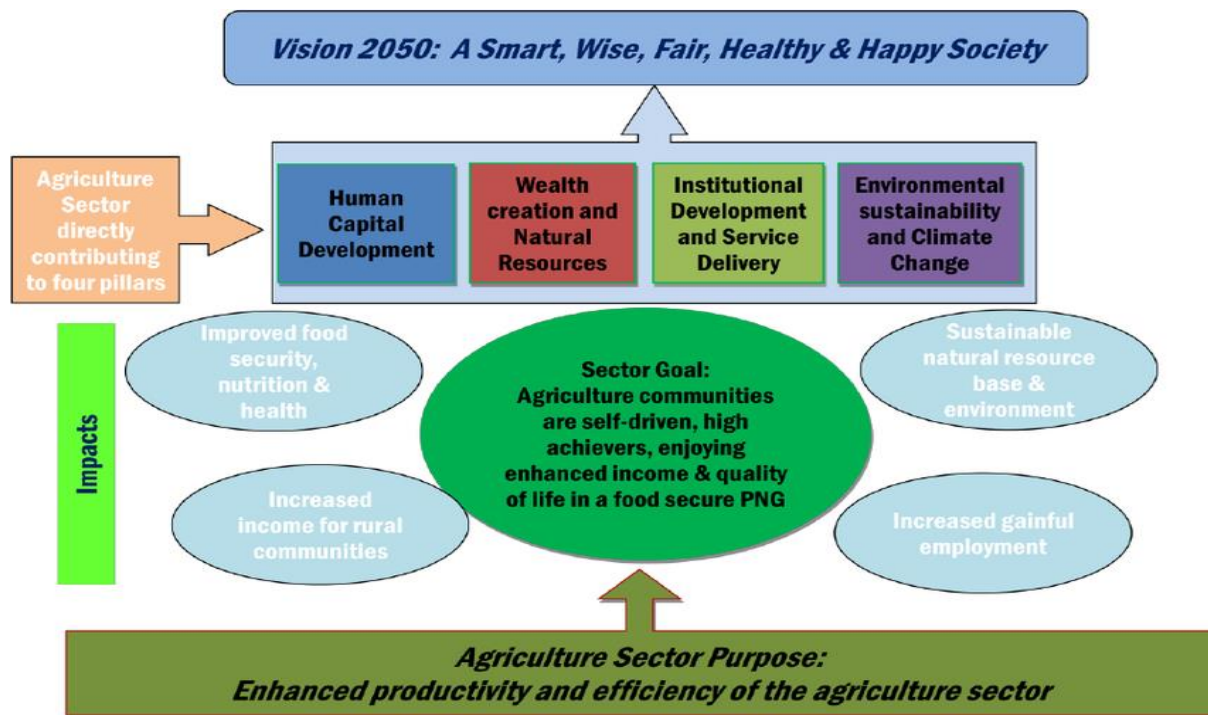


Figure 1 PNG vision 2050

Papua New Guinea Vision 2050 (Government of PNG, 2009) stated that the agriculture sector is extremely important as it provides for the needs of the majority of our people and is likely to do so for the foreseeable future. However, since independence, the agriculture sector’s contribution to the country’s Gross Domestic Product (GDP) has declined. The declining performance of the agriculture sector is of great concern. Eighty-five percent of Papua New Guineans who live in rural areas depend on agricultural produce to sustain their basic livelihood and the sale of cash crops as an important source of income. While PNG has great agricultural potential to grow and meet its domestic requirements, it still imports a large volume of agricultural products, including vegetables, proteins and grains, resulting in the expenditure of substantial export earnings. The National Agriculture Development Plan (Government of PNG, 2006) will be implemented under PNG Vision 2050, to encourage major impact projects in the agricultural sector which are associated with downstream processing and import replacement. The vision of the National Development Plan is sustainable transformation of the country’s agriculture sector into a vibrant and productive economic sector that contributes to the economic growth, social well-being, national food security and poverty alleviation.

Selection of sites and the number of participants

The study revolved around one secondary school and one high school. Both are boarding schools. A total of 13 participants were selected from the two institutions. The interviewees were eight male teachers and five female teachers. The closed items on the questionnaire generated quantitative data. Qualitative data was generated by interviews and closed-ended items on questionnaires. A total number of 13 participants were selected from the two schools with 54% being male and 46% being female.

Teaching skills of agriculture teachers

Agriculture knowledge must be imparted effectively. Imparting of knowledge is one of the important strategies in teaching. The majority of respondents (77%) agreed that agriculture knowledge is imparted effectively to the students, which is a good result.

Table 1 Agriculture knowledge is imparted effectively.

Agreement	SA	A	U	D	SD	Total
Frequency	7	3	3			13
Calculations	54%	23%	23%			100%

Teachers have mastery of the subject

The majority of respondents (85%) indicated that agriculture teachers have mastery of the subject. When a subject is mastered well, the knowledge is understood by the students very well.

Table 2 Agriculture teachers have mastery of the subject.

Agreement	SA	A	U	D	SD	Total
Frequency	6	5	2			13
Calculations	46%	39%	15%			100%

Agriculture practical lessons are effectively taught outdoors.

Agriculture is a subject that has to be taught both in theory and practice. The study shows that only 16% of the participants agreed that practical lessons are taught outdoors. This indicates that practical part of the subject has been neglected: 15% of the total participants are undecided; 46% of the participants disagreed that practical lessons are taught outdoors effectively; and 23% of the participants strongly disagreed that practical lessons were implemented outdoors. This finding is of great concern

Table 3 Agriculture practical lessons are taught effectively outdoors.

Agreement	SA	A	U	D	SD	Total
Frequency		2	2	6	3	13
Calculations		16%	15%	46%	23%	100%

Products of agriculture lessons support students' meals

Agriculture produce should support student meals in boarding schools. It was found that only 8% of the total participants agreed that agriculture products supported students' meals. The majority of respondents (92%) disagreed that produce from agriculture lessons were used in themes to support students' meals. This aligns with the finding that practical agriculture lessons were not occurring.

Table 4 Products of agriculture products support student meals.

Agreement	SA	A	U	D	SD	Total
Frequency		1		6	6	13
Calculations		8%		46%	46%	100%

Implications

Implications of the findings are that agriculture was not being taught in practical ways. Teachers have taught the students with theory lessons without putting into practice what they have learned. It is very important to investigate the problem in order (a) for the teachers to come up with varieties of teaching methods to teach agriculture, (b) to be more practical, (c) for teachers to program their lessons for both theory and practical, and (d) to help students to become productive and self-reliant.

Deans (2019) claim that students who participate in agricultural education programs graduate with the skills necessary to become productive citizens who will succeed in postsecondary education or the workforce. The lower Secondary Agriculture teacher guide contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision which is for secondary education to enable students to achieve their individual potential to lead productive lives as members of the local, national and international community as they undertake a range of projects and work-related activities at school that can be used in everyday life (PNG DoE, 2006, p1).

Conclusion

Agriculture education programs not only teach students how to be farmers, but also train tomorrow's scientists, nutritionists, teachers and other professions. A combination of classroom instruction and applied agriculture experiences outside the classroom build the foundation for educated consumers and agriculturists. Therefore, agriculture education should be supported by the national government, provincial government and the school administrations effectively so that it can be taught as one of the life changing subjects by the teachers.

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Investigating effective school based mentoring programs for junior officers: A case study of urban primary schools in Maprik District, East Sepik Province

Solomon Raynol

Abstract

Lack of effective school based mentoring program for junior officers and other key personnel in the education hierarchies has greater impacts and influences the flow and delivery of the quality of standard education. One of the contributing factors is the lack of skills and knowledge of mentoring possessed by the education personnel in the district. The aim of this study is to establish a paradigm where the policy makers and the policy implementers create a suitable platform to address this issue. This study examines multiple ways mentoring could be addressed according to a needs based analysis identified through research, pep talks and other avenues to collate the information. The study recommends that there has to be a standard mentoring policy in schools for effective implementation. On the other hand, the study proposes that the two urban schools could have a school based mentoring team with their defined roles and responsibilities, structures and core functions for execution. It is also suggested that retired head teachers and standards officers could be utilized as mentors to prepare junior staff for their long audacious educational careers. A certificate of participation could be awarded upon completion of each module studied in a mentoring training program.

Key words: School based mentoring program, policy makers, policy implementers, policies, standards officers, education personnel, module

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Introduction

The study set out to investigate and establish a common ground for understanding mentoring between the district education personnel and the government policy implementers. This untapped area once addressed properly will ignite the hidden potential in young officers to expand their roles and responsibilities. The common problem identified here is that people in leadership roles fail to plan and address the issue of “mentoring”. The District Education Plan needs to be revisited so that strategic planning is done aligning the issue and that proper strategies are implemented which are fitting to the issue. The positive feedback from these groups of professional elites will do much to optimize performance of human resources. Mentoring will set a new beginning for these young officers to do things confidently.

The problem identified is the lack of a school based mentoring program which hinders young officers from participating fully in some of the school organized activities. Evaluations of community based mentoring programs have consistently shown the importance of providing support for mentors to help the relationships develop and, ultimately, lead to positive outcomes for the youth (Sipe, 1996). As educational leaders, we need to be mentors and role models to the young officers and to provide fine examples to others. The key part of this study is that if we can train and mentor our younger ones, this change will definitely impact positively on the rest of the officers who will join the teaching field in the future. The age and experience gap makes it difficult for the young officers to open up and talk freely or confidently to the more senior and experienced officers. Many young officers lack confidence and have communication problems to express themselves openly. I am confident that the barriers of communication skills, shyness and lack of confidence can be overcome.

Research questions

The main question to be answered during the study is; How can a school based mentoring program be established and implemented effectively at the primary level? The subsidiary questions are:

1. What is your understanding of school based mentoring?
2. What are the professional barriers that prevent effective mentoring program?
3. What are the administrative barriers that prevent effective mentoring program?
4. What are the ways mentoring challenges or issues should be addressed?
5. What are the socioeconomic issues contributing to the performance of teachers?

Literature review

In this chapter, the case study here will provide a range of literature reviews that are inclusive of all the writers, educators, coaches and trainers who were practitioners themselves and have seen the tangible benefits and outcomes of becoming mentors in their own respective fields of specialties. This paper will also introduce and support a collaborative and structured scholar or teacher mentoring program. It will include collective analysis and comparisons of how it could be developed and implemented in all levels of education within Papua New Guinea (PNG) and abroad. This research is strictly conforming within the sphere of education to promote the up-bringing of young teachers within the context of education.

The term “mentor” was first identified in Greek mythology and was founded in one of Homer’s epic poems, The Odyssey. It is believed that mentoring relationships existed for centuries. The relationship between Mentor and Telemachus in The Odyssey helped formulate some understanding of the initial process of mentoring Summer-Ewing (1994). Thereafter, it became obvious that Mentor’s primary role was to serve as Telemachus’ teacher, role model, trusted advisor, counselor, and father figure. One of the major methods used to teach teachers and other educators was that of mentoring (Kram, 1985). Moreover, successful mentoring relationships can assist individuals in learning the culture of the organization (Goodyear, 2009).

Conceptual map for reviewing literature

This research proposal reviews the relevancy of the articles, abstracts and documents that are phenomenal of establishing and implementing an effective school based mentoring program within the Maprik urban primary schools. It begins with a conceptual framework for the literature review. A conceptual framework is a tool used by researchers that enables them to find links between existing literature and their own research goals (Haralambos & Holborn, 2008).

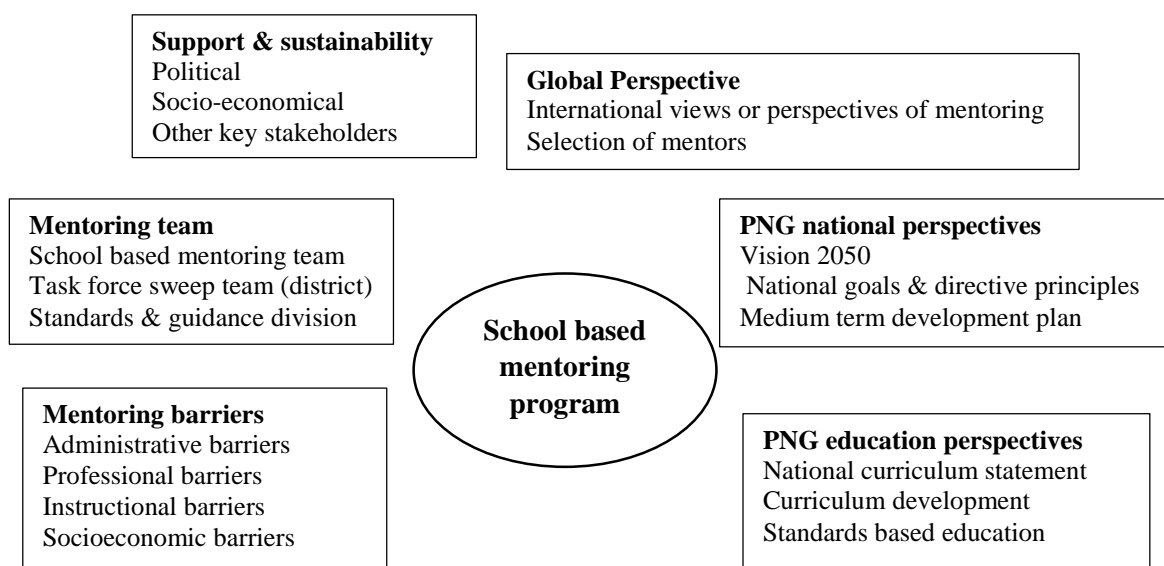


Figure 1: Conceptual framework for literature review

Data collection methods & participants

A mixed methods approach was used by administering a questionnaire which generated both quantitative data and qualitative data. Administration of the questionnaire was followed by one-to-one interviews which gave a fuller picture of the nature of the problem and impacts on the organization. Greener and Martelli (2015, p. 44) state the use of survey and interview. It is intended to use three data gathering instruments: a questionnaire, an interview and field notes. A semi-structured interview has five guiding questions but allowance was made for interviewees to expand upon their opinions. The advantage of the semi-structured interview is that it allows the researcher to gather a variety of information, especially in relation to the interviewee’s knowledge, beliefs or feelings toward a particular situation.

Results & discussion

The study involved 2 primary schools in Maprik Urban Local Level Government (LLG). Out of those 2 institutions, 1 is an agency (proposed level 6 school) and 1 is a government (level 6 school) run institutions. The study is focused on Assistant Teachers (junior officers) within the two town schools. A total number of 15 participants were selected having individual teachers from each of the seniority groups within the school with 53% being female and 47% being male taking into account the policies and practices of gender equality (see the table below).

Table 1. Institutions

Institution	Male	Female	Total
Our Lady of Lourdes Primary School	3	4	7
Maprik Admin Primary School	4	4	8
TOTAL	7 47%	8 53%	15 100%

Table 2. Participants

Position	Number	Place of Residence	Years of experience	Schools Taught	
Head Teachers	2	Maprik Town	20-25	OLOLPS (1)	MAPS (1)
Deputy Head Teacher	2	Maprik Town	20-25	OLOLPS (1)	MAP (1)
Senior Teachers	7	Maprik Town	10-15	OLOLPS (4)	MAPS (3)
Total	11	Maprik Town		6	5

Table 3. Questionnaire results of the data collected

No		SA	A	U	%
Effective school based policies on mentoring					
1.	Mentoring should be captured in the school's School Learning Improvement Plan (SLIP) plan and be budgeted for the event of mentoring	10 67%	5 33%		15 100%
2.	Each new staff member should have an appointed mentor from within the school	8 53%	4 27%	3 20%	15 100%
3.	Each Primary school should have a school based mentoring team with a guided policy for planning and implementation	10 67%	5 33%		15 100%
Quality and standard of mentoring activities promoting professionals growth and development					
4.	New graduate needs more enrichment activities especially in professional, admission and miscellaneous areas of their profession.	13 87%	2 13%		15 100%
5.	Mentees should be awarded with certificate of participation upon completion of a unit or module	8 53%	7 47%		15 100%
6.	Both mentee and mentor benefits from the mentoring program	11	4		15 100%
7.	Mentoring program should be both inclusive and exclusive given its importance	12 80%	3 20%		15 100%
Mentor's competencies, qualification and benefits/incentives/packages					
8.	Mentors should be compensated for their time, effort and work they do in supporting the mentees	9 60%	6 40%		15 100%
9.	Mentors need to be trained and be prepared for the task of mentoring prior to meeting with their mentees	7 47%	8 53%		15 100%
Mentor's background, networking and experiences					
10.	It is good to know your mentor's mentor so that you know who is mentoring you	10 67%	5 33%		15 100%

Discussion of questionnaire data

From Table 3, it can quickly be noticed that the respondents agreed or strongly agreed with the statements on the questionnaire. This indicates strong support for a mentoring initiative to be introduced. It was very interesting to

see participants responding actively to the research questions and discussions were held with shared views put forward indicating that the study needs to be planned and implemented sooner than expected for their professional growth and development. Following is an analysis and interpretation of participants' responses to each of the statements in the questionnaire.

1. Incorporate mentoring in School Learning Improvement Plan (SLIP)

Mentoring is lacking in many educational institutions and other government and private sectors in Papua New Guinea. This issue of mentoring should to be driven purposefully with guided policies and effective implementation strategies to pave ways for much needed change on a wider scale. According to the study conducted, all respondent (100%) agreed that mentoring should be captured in the school's School Learning Improvement Plan (SLIP) and be budgeted for. It should be carefully planned and carried out as a trial.

2. Appoint a mentor for each new staff member,

Each new staff member should have an appointed mentor from within the school. In education, the program of mentoring will address the real needs of the young and inexperienced officers. The results show that 80% of participants agreed that the school should have a mentor within the school and that it is of great importance. The remaining 20% were undecided and stressed that it will be a new concept and it will take some time.

3. Establish a school based mentoring team at each school

All respondents (100%) agreed for a school based mentoring team to be established in each school. This school based mentoring team could be comprised of a head teacher, deputy head teacher, church representative, ward councillor, community representative, Board Chairman and the P&C Chairman. Maprik urban primary schools could be the model schools of this new concept. A lone teacher mentioned that it should be seen as one of the delegated areas with designed policies driven by the key strategies.

4. Provide professional enrichment for new graduates

New graduates need enrichment activities especially in professional, admission and miscellaneous areas of their profession. Professional growth and development requires and demands more from senior staff to guide junior staff. All respondents (100%) agreed that new graduates should be mentored to gain professional enrichment to build on their prior experiences. Two participants stated that they were not guided on how to set up the teacher's corner and reiterated that activities like this will enhance their skills.

5. Give recognition

Mentees should be awarded with certificate of participation upon completion of a unit or module in the mentoring program. Receiving a certificate serves as a living testimony to our immediate bosses that we have completed certain required courses, module or a unit within a given timeframe. All respondents (100%) agreed with the statement and looked forward for the implementation of this initiative.

6. Both mentee and mentor benefits from the mentoring program

Leaders mentor their successors. The ultimate success of a leader is to leave behind a competent person to follow you. Leaders focus on the future and therefore they prepare people to protect what they built. Mentoring is simply to preserve what you built and to take what you started to the next level. All participants agreed that a mentoring program benefits both the mentor and the mentee.

7. Mentoring program should be both inclusive given its importance

The mentoring program should be accessible by everyone regardless of their age and status. Every level of hierarchies should plan and drive their own agendas of activities that promote mentoring. All participants indicated that mentoring is a key entity that can drive change forward. Mentoring captures important topics suitable for personal enrichment and funding should be made available for sustainability purposes.

8. Mentors should be compensated for their time, effort and work they do in supporting the mentees

Mentors are people who use their own time to help shape, develop and pass on the required traits of leadership to the younger ones. It is recommended that mentors are compensated or given some form of recognition as motivation for the work they do as mentors.

9. Provide mentors with training

Mentors need to be trained and be prepared for the task of mentoring prior to meeting with their mentees. All respondents agreed that mentors need to undergo training or some form of refresher course to immerse themselves fully with the knowledge and skills of mentoring. School based training is vital and basic mentoring program is a way forward in enhancing and building human resource capacity.

10. Nurture the mentor-mentee relationship

It is good to know who is mentoring you and knowing your mentor's mentor would be a bonus. Getting to know your mentor makes your connection grow socially and working together expands your cognitive level of thinking.

Interview results

For the data from interviews a record was made for all the responses from a qualitative data and are presented in narrative form. The structured interview questions were:

What is your understanding of School Based mentoring?

What are the professional barriers that prevent effective mentoring program?

What are the administrative barriers that prevent effective mentoring program?

What are the ways mentoring challenges or issues should be addressed?

What are the socioeconomic issues contributing to the performance of teachers?

Interview question 1: What is your understanding of School Based Mentoring?

Interviewee SR00A1 (Head Teacher)

The Head Teacher's understanding about the School Based Mentoring was, *"who you leave behind that is far greater than you at the school level. He further stressed that School Based Mentoring is simply to train your next replacement who would protect what you built and continue to extend beyond your leadership."*

Interviewee SR00B2 (Deputy Head Teacher)

The Deputy Head Teacher saw that it was fitting to have this important program established and implemented at the district level. She reiterated that *"this will challenge the teachers status quo and introduce check and balance with teachers' output for quality results and added that Maprik urban Primary Schools should be the role model"*

Interviewee SR00A3 (Senior Teacher)

From the senior Teacher's point of view, *"she perceived mentoring as training and preparing young leaders for the leadership role in the future and viewed School Based Mentoring Program as the professional activities done in school to equip and train the young teachers on certain topics of interest."* She even mentioned that the idea of mentoring will definitely benefit these group of young mentees who were inducted into the teaching profession this year.

Interview SR00B4 (Assistant Teachers)

One of the Assistant Teachers expressed herself openly stating that *"mentoring simply means to be a role model to your immediate subordinates and provide leadership that reflects your true character and nature."* He wished that this idea is taken on board and that people at the hierarchy need to plan and implement the idea going forward.

Summary for first question: For the first question on *"what is your understanding of School Based Mentoring?"* A collective view was decoded with expressions of ideas and opinions shared and discussed openly as the concept was new and it has already captured their attention.

Interview question 2: What are the professional barriers that prevent effective mentoring programs?

Interviewee SR00B4 (Assistant Teacher)

From my own understanding, I think some of the professional barriers that prevent effective mentoring program were *"poor teachers" attendance to school organised in-services and stressed that the concept of mentoring was new and many will take time to adapt to this new idea."* This is one of the chronic disease most teachers have and they need to change their approach.

Interviewee SR00B3 (Senior Teacher)

The Senior Teacher mentioned that effective mentoring program are not taking place at the district level *due to lack of content knowledge on the subject of mentoring and lack of creativity and unprofessional attitudes from the hierarchies.* They need more information and knowledge in order to implement the concept well.

Interviewee SR00A2 (Deputy Head Teacher)

As far as this research or study is concern, I see that *"more concentration is focused on teaching and learning (academic) and less time is given to in-service programs for staff development and personal enrichment."*

“Trapped in every follower is the leader hidden within him or her so see their potentials and create avenues for them to give birth of their true self.

Interviewee SR00B1 (Head Teacher)

This is a very good initiative coming from the mind of a great thinker who sees the real need of the field teachers going forward. For your information, *“teachers are learners and people with wealth of experience would be the retirees. They should be engaged from time to time for mentoring in order to pass on their skills to the young mentees.”* I totally agreed on what he said because those who left the profession leave with their full capacities of knowledge, skills and ideas so we got to bring them back to utilise them in the areas of staff professional development.

Summary for second question: *“What are the professional barriers that prevent mentoring program?”* This question was asked to obtain collective views from the field experts and I am surprised with what they had to say. This area needs polishing and combine effort with a lot of creativities will create open doors and opportunities for further and much needed improvement, growth and development.

Interview question 3: What are the administrative barriers that prevent mentoring program?

Interviewee SR 001A (Head Teacher)

From my own professional point of view as an immediate administrator (Head Teacher), I would suggest that *“all head teachers must work together to create, develop and design workable plans that are relevant targeting the real needs of our young leaders. If we can align our strategies well, then we can address this issue well without any hiccups. Moreover, financial support with quality resources will drive the change forward.”* I strongly agree with his remarks and added that the district need strong and vibrant leadership in all sectors of education.

Interviewee SR001B (Head Teacher)

Since mentoring program needs administrative support, both Head Teachers were interviewed in their respective schools and this was what I got from the second Head Teacher, *“I think we need other key stakeholders and donor agencies to come on board to assist as we need to train and raise quality teachers’ wo will produce quality results at the end and become more competent in their respect areas of speciality, rank and file.”* Definitely, Tuition Fee Free (TFF) is not enough to run this key program and they need support from other key entities in the district.

Interviewee SR002A (Deputy Head Teacher)

As the second person in-charge of running the affairs of the school, I personally see that *“some of the administrators are resistant to some of the changes that are coming and oppose new ideas and innovations that will inspire and drive the education services in our district forward. I think it is about time we let go of our ego and humble ourselves down in order to grow with the change.”* That is a mentality of a true leader who cares about shaping the next generation of leaders.

Interviewee SR003B (Senior Teacher)

This is my 16th year of teaching and I do not see the real benefit of staff development program and what it does for teachers. *“Money should be allocated to this important area at the school level and delegate this important to someone to organise training and run shorts courses”* I have seen that some administrators fail miserably to capture this in the School Learning Improvement Plan.

Interviewee SR003C (Assistant Teacher – Deaf Unit)

This Deaf Unit teacher stressed an important point here. This was what she said, *“the hierarchies lacked leadership and management skills in planning and executing this very important agenda which I believe will help many junior officers joining the teaching force.”* Off course many young officers entered the profession with very little or limited knowledge on most of the important areas in our profession and it will take more time for them to learn from their immediate supervisors.

Summary for third question: This question is centred around the administrative barriers that prevent mentoring and five interviewees spoke their mind and proposed some of the good ideas to begin with so it is good to know and see that this topic is very much needed for professional growth and development.

Interview question 4: What are the ways mentoring challenges or issues should be addressed?

Interviewee SR001A (Head Teacher)

I strongly feel that "more awareness on the key concepts of mentoring should be done and he made a mention that in-depth research should be conducted on the topic itself and analysis of teachers' views and opinions are compiled and relevant reports are submitted for funding." I am seeing the benefit of doing and conducting research on matters of great importance and many critical and stagnant issues need thorough research for quality feedback and reporting.

Interviewee SR002B (Deputy Head Teacher)

I personally feel and think that the District Education Team needs to come up with a concrete plan of different in-service topics and include all the retired head teachers and standards officers to assist with planning and execution of those topics identified as important. Make this known to the District Management Team so that they plan and capture this in their annual budget. Every new idea needs funding so money should be made available for implementation.

Interviewee SR003B (Senior Teacher)

I would like to encourage all the Deputy and Head Teachers to establish a good social relationship with your subordinates and discuss your staff development plans with them openly. Also, inductions and School Based In-service should be on-going every fortnight. I think he raised a very good point here that we need to work together regardless of status and position.

Interviewee SR004A (Assistant Teacher)

I think the District Standards Officers should meet and discuss amongst themselves and bring this agenda over to the Head Teachers' meeting to collect their views and report on the importance of the idea of mentoring. This is very true indeed. A collective idea is the best tool.

Summary for fourth question: The interviewees spoke openly on the concept of mentoring and highlight some of the challenges that need to be addressed going forward and that the idea is and must be embedded into the fabric of the District Education Services and that execution is done with purpose in order to make Maprik District a role model district in education.

Interview question 5: What are the socioeconomic issues contributing to the performance of teachers?

Interviewee SR004B (Assistant Teacher)

This Assistant Teacher emphasised more on teachers' active involvement in important gatherings like staff discussion and in-services. Moreover, she highlighted *that teachers are spending long hours with their colleagues telling stories when they should be in the classroom teaching.* I have noticed that too when I was teaching and it was a disease. Socialisation has got limits and we need to work more on improving ourselves.

Interviewee SR 003A (Senior Teacher)

Teachers' performance in Maprik Urban Primary Schools are declining rapidly without notice. She expressed her concern that *"teachers are now involving in money making activities like buying vanilla, gold, coffee etc. and lose focus on their primary responsibilities. She further stated that group of teachers are doing that."* Teachers need to know and understand their Code of Ethics and Teaching Service Acts.

Interviewee SR002B (Deputy Head Teacher)

I like what this Deputy Head Teacher said in terms of personal and professional development. This was her words, *"socialisation involves community of intellectuals and each one can influence each other in terms of business, social, religion, education etc. She stressed that people are social beings and we need to know who we socialise with."* We know ourselves better than others do so stand your ground or you go with the current.

Interviewee SR001B (Head Teacher)

Socio-economic activities here in Maprik flourish and most public servants are clocking out early to make money. *"I will use my power as the Head Teacher to either reprimand or give you a blue form to fill if teachers conduct is not in line with the teaching acts. He stressed that you are paid for what you do so do not go out and start looking for money during the official hours when you should be in class."* Cash flow in Maprik is very high and teachers are out on the street doing business.

Summary for fifth question: This is one of the very sensitive issue that was never addressed in school. Most Head Teachers are so silent about it. It is killing the system silently and effective learning is not taking place in the classroom. I am confident that the administrators will make this known to their teachers respectively.

Analyzing open-ended questions

Under this section there were four items that were directed to the teachers of each of the two urban schools in Maprik. The first two items involved the collective inputs from the junior officers where information collected will involve both qualitative and quantitative data collection and the next two items were answered by officers up the hierarchies. The questions were as follows;

1. How helpful is your immediate supervisor in terms of mentoring and providing leadership?
2. Does your supervisor delegate tasks or responsibilities as part of your personal and professional growth and development?
3. What do you think about School based mentoring being included as one of the extra- curricular duties with policies drafted for effective implementation?
4. What is your professional opinion on having school based mentoring team established in each of the Maprik Urban Primary Schools?

Item 1: Supervisor’s reflection on mentoring and providing leadership

The first item focused on supervisor’s commitment to their immediate roles and responsibilities and how effectively they are being carried out according to their duty statement. The responses provided are identified under these descriptions: very helpful, helpful, not helpful and ignorant.

No.	Responses to mentoring and leadership	Participants	%
1	Very helpful	1	10
2	Helpful	6	60
3	Not helpful	2	20
4	Ignorant	1	10
	Total	10	100%

According to the responses, 60% said their supervisors are helpful whilst the 20% denied that privileges. The next 20% was fairly distributed to very helpful and ignorant.

Item 2: Delegation of tasks and responsibilities for professional growth

The next item of discussion involved delegation of tasks and responsibilities to create a conducive working and learning environment for one to grow professionally given the right kind and amount of training needed to prosper.

No.	Delegation of tasks	No of participants (Senior Teachers)	%
1	Always delegating tasks	2	20
2	Sometimes delegating tasks	3	30
3	Never delegate the tasks	5	50
	Total	10	100%

According to table 4.5, 5 participants or 50% denied that their supervisor kept everything to themselves. The next 30% said sometimes the tasks are shared amongst the subordinates while the remaining 20% are happy with their supervisor for tasks fairly and equally distributed.

Item 3: School based mentoring policies

The first respondent responded positively about the school based mentoring policies. *Yes, it should be and mentioned that the school standards officers should also be the main key people involve to drive the change forward.*

The second respondent mentioned that *this area should be given to either the Head Teacher or the Deputy Head Teacher to look after and plan activities that are directed towards developing the younger officers in their own ranks and give the opportunity to perform roles and responsibilities at the higher level.*

The third respondent posits that *having initiatives like this in schools will definitely motivate and encourage young teachers to work smart and that they can be promoted at the very young and tender age.*

The fourth and final respondent stressed that *this idea will help grow the junior officers and make to become a more senior, matured and responsible officers in the future. We need new initiatives to drive our education system forward in this 21st century.*

Item 4: School based mentoring team

This is what the first respondent had to say *“I personally agree and supported that idea that every school in Maprik Urban should have a school based mentoring team in place in ensuring that promotions are done in a very professional, transparent and honest ways of doing things.”*

The second respondent mentioned that *school based mentoring team is a way forward in putting all the teachers’ need together and present them to the higher educational authorities for further training and in-services done to enhance and empower young officers to be proactive in their respective ranks.*

The third respondent said *“I am blown away with this idea as it is the beginning of many great things to happen and if we can give them the good head start, we can surely develop our people and improve our education system for the better.”*

The fourth respondent anxiously mentioned that *this idea is very brilliant but I am worried if the initiative is not funded nor reached the hierarchies in the district. Also, people will not be supportive given the opposition and struggles that you encounter in life.*

Conclusion

From the results and findings, it may be concluded that school based mentoring is very important to be effectively implemented at Maprik Urban Primary Schools because;

- ❖ It boosts the teachers’ confidence and make them to think and work according to their performance based duty statement appreciating the fact that there is someone to guide them through.
- ❖ It encourages fairness and promotes honesty and transparency in terms of job promotion and study opportunities.
- ❖ It minimizes the sociocultural, administrative and professional barriers between the teacher and the administration nor the hierarchies.
- ❖ The introduction of school based mentoring brings diversity of leadership amongst young and old and promote the social connections and network of healthy working relationship.

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