Research Proposal

Impact of effective classroom management on student learning and discipline: A Papua New Guinea secondary schools case study

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1.0 Introduction

This research study aims to identify factors affecting Lae urban secondary school students’ behavior in classrooms and strategies used by teachers to promote effective environments for optimum levels of learning. This study seeks to identify common classroom management practices and strategies used by teachers to promote effective learning and good behavior (Allen, 2010; Kratochwill, 2006; Marzano & Marzano, 2003; Rutan, 2010; Schibsted, 2009).

Classroom management has been defined by different educational writers and each had their own definition however certain key words appear in all these definitions. Common words used by these writers include: learning, environment, orderly, discipline, chaos and organized. Authors (Bukola and Alonge, 2011; Bosch, 2006; Evertson & Weinstein, 2006; Kratochwill, 2006) agree that classroom management has two distinct purposes; (a) to establish and sustain an orderly environment so students can engage in meaningful academic learning, and (b) to enhance student social and moral growth. Allen (2010) pointed out that some educators saw classroom management primarily as discipline and management of students’ misbehavior. He further stressed that successful teaching requires more than controlling students’ behavior and this study aims to adopt and build on this perspective.

Theories that guide the study in identifying behavior and strategies to promote effective learning are choice theory (Glassier, 1998), lesson movement theory (Kounin, 1977), reinforcement theory (Skinner, 1969) and communication and positive relations theory (Ginnot, 1972). These four educational theories will guide this research in exploring and identifying classroom management practices in Lae urban secondary schools.

My motivation for undertaking research in this area was inspired by social problems being experienced by Lae urban secondary schools in sub-cultures are being established which resulted in fights between students leading to threats of school closure for periods of time. The PNG Department of Education (DoE) (2009) has a sound national Behavior Management Policy with a clear stated goal to improve student behavior and welfare. The policy has three aims which are to:

1. promote and improve student behavior through the collaborative efforts of students, teachers, head teachers, parents / guardians, school boards and other stake holders
2. help all stakeholders to understand and exercise their rights and responsibilities in managing student behavior
3. help schools create a fair, caring and safe learning environment for students and teachers.

(Year, p. 5)

These three goals are clearly aimed at instilling positive behavior and protecting the welfare of students. In the introduction of the Behavior Management Policy (Year, p. 8), it states that: ‘School behavior management is more than just school rules, codes of conduct, punishment and counseling. It involves effective classroom management, safe working environment, praise and rewards, clear communication, participation by all stakeholders …’. As a principal of a Lae urban secondary school, I was concerned about the negative image of Lae secondary school students that was portrayed and reported in the media. I felt a responsibility to investigate values and attitudes embedded in classroom processes which might mitigate these negative external perceptions of secondary school students.
2.0 Identifying the research problem

2.1 Research statement
This study sets out to investigate why some classrooms in urban secondary schools in Papua New Guinea (PNG) are better learning environments than others. The research will involve a case study of One Mile, Two Mile and Three Mile secondary schools in Lae in the Morobe Province of PNG. Pseudonyms are used instead of real school names throughout this writing to protect the identity of the participants. In particular the study explores teachers’ approaches to classroom management and how appropriate behavior is addressed. Rutan (2010) in her research paper on *strategies in classroom management to prevent stressful situations* found that the most important aspect between a teacher and a student is a good relationship. Her study is supported by Bevel and Jordan (2003) who found that urgency is created with the fast paced classroom settings and high demands on the curriculum which often puts teacher-student relationship on the back burner. This study will explore the nature of teacher-student relationships and perceptions of its impact on student learning and behavior.

2.2 Research problem
Classroom management according to British Council (2007) on *Teaching skills*, enables a teacher to manage energy levels, ensures appropriate learners’ participation, and creates working patterns that have positive impacts on students’ learning. Classroom management further helps to motivate learners and ensures that different styles of learning are catered for and different needs are met. Discussions on classroom management by Kratochwill (2006) shows that classroom management, also referred to as classroom discipline, has been studied over 40 years and educators have rated weak discipline as the biggest hindrance to effective teaching. My study will try to see if teachers in Lae urban secondary schools are spending most of their time dealing with discipline problems or putting their effort in managing effective classrooms.

Rutan (2010) also presented four ways of preventing stressful situations; *develop mutual understanding through authentic relationships, prepare classroom environment for learning, participate in learning and set parameters for cooperation*, and suggests that classroom management is drastically simplified when a teacher and a student develop mutual understanding through authentic relations. She further reiterated that our duty as educators is to educate the students with social skills and citizenship values with cognitive
knowledge. This stance taken by her is one of the underpinning ideologies that I will allude to throughout in my study.

2.3 Purpose of the research

The purposes of this study are to identify factors affecting secondary school students’ behavior in classrooms and strategies used by teachers to promote effective environments for optimum levels of learning. The study seeks to identify common classroom management practices and associated discipline problems in Lae urban secondary schools and strategies used by teachers in these schools to promote good behavior and effective leaning. The definition of classroom management by Kratochwill (2006) supports the underpinning hypothesis of my research, which is, that a student can do well academically, and experience social and moral growth if classrooms are managed effectively.

2.4 Research questions

Classroom management and student behavior are causes of concern in Lae urban secondary schools therefore this study aims to address the main question which is:

**How do Lae urban secondary school teachers create classroom environments which encourage and maintain positive learning and appropriate behavior?**

The study will also address these three supporting questions:

1. How do secondary school teachers create productive learning environments in their classrooms?
2. What codes of conduct and discipline practices exist in a secondary school classroom?
3. To what extent do social factors impinge on students’ classroom behaviour?

2.5 Significance of the research

This study on classroom management is significant as it:

- contributes to the body of knowledge of professional practice of effective secondary classroom management.
- demonstrates the practical utility of the research for improvement of behaviour which may facilitate change in secondary classrooms environments.
- is an original contribution to knowledge about secondary school classroom management practices in Papua New Guinea that offers strategies for improvement.
2.6 Definition of key terms

Following are definitions of key terms used, applied and integrated in this research study.

**Case study research** is an investigation and analysis of a single or collective case, intended to capture the complexity of the object of study (Stake, 1995). Case study methodology maintains deep connections to core values and intentions and is ‘particularistic, descriptive and heuristic’ (Merriam, 2009, p. 46). Kumar (2011) explained that case study as what the researcher selects becomes the basis of a thorough, holistic and in-depth exploration of the aspect that interests the researcher.

**Classroom management** is the process of how teachers work, how classes operate, how teachers and students work together, and how instruction and learning take place (Bosch, 2006). For students, classroom management refers to having partial control over class operations and an understanding of how teachers and students interact. The two purposes of classroom management are to have an orderly environment conducive for students to engage in learning and to enhance student social and moral growth (Kratochwill, 2006).

**Learning Outcomes** are goals that describe how a student will be different because of a learning experience. Learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience (Suskie, 2009). Learning outcomes provide broad descriptions of student competencies which reflect long-term learning of significance beyond school (Willis and Kissane, 1995, in Barry and King, 1999).

**School discipline** helps create and maintains a safe, orderly, and a positive learning environment, which often requires the use of discipline to correct misbehavior; and teaches or develops self-discipline (Bear, 2010). Discipline is one of the important areas for teachers to maintain in order to achieve timely educational goals and is normally associated with command and control and is often synonymous with punishment or regulation (Sadruddin, 2012).

**Learning environments** are the social, physical, psychological, and pedagogical contexts in which learning occurs and which affect students’ achievements and attitudes (Fraser, 2014). Students need to feel stimulated by their environment and it should be a place with a
calming effect to make students feel secure while still providing them with appropriate and interesting curricular challenges (Rutan, 2010).

**Secondary education** in the formal PNG education system caters for grades 9 to 12. There are two levels of secondary education with lower secondary level from grades 9 and 10, while upper secondary caters for grades 11 and 12 (Department of Education, 2014). Further clarification of the structure of PNG education system is given in figure 3.3.

**Student subcultures** are small student groups within the school who have common interests, share ideas and goals. Subcultures often have rituals, protocols and distinctive ways of behaving. Subcultures can develop from Christian fellowship groups, musical groups, and provincial groups or study groups. Some student subcultures are viewed as negative because the groups’ values and practices are considered harmful or threatening by the general population (Department of Education, 2009).

**Authentic relationships** are genuine caring relationships that are worthy of trust, reliance or belief. One way of teachers establishing and strengthening authentic relationships with their students is through meaningful conversations (Rutan, 2010). A teacher by meaningfully conversing with students allows them to connect with, get to know and share their needs.
3.0 Context of the study

This section describes the context for exploring classroom management strategies for effective learning environments in Lae urban secondary schools in Papua New Guinea.

3.1 Papua New Guinea in a global context

Papua New Guinea (PNG) is a Pacific Island nation which is north of Australia. PNG has a population of over seven million and has a democratically elected government. The people are Melanesian with over 800 spoken languages. People are clan oriented with strong *wantok* (one-talk) that is, having a common language, speaking the same language or allegiances. The country has four regions: Highlands, Momase, Southern, New Guinea Islands and these regions are divided into twenty-two provinces (similar to states in Australia).

*Figure 3.1 Location of PNG north of Australia*
Papua New Guinea officially gained political independence from Australia on 16 September 1975 and occupies the eastern half of the island of New Guinea and further details are given below:

- **Capital:** Port Moresby
- **Currency:** Papua New Guinean kina (PGK)
- **Population:** 7.167 million
- **Official languages:** Tok Pisin, English & Hiri Motu languages
- **Government:** Unitary state, Constitutional monarchy, Parliamentary system

3.2 Morobe Province in Papua New Guinea

The location for this study is Lae, the capital of the Morobe Province in PNG. Lae is a town on the north coast of PNG and an important shipping port for transporting goods in and out of the populous, resource-rich highlands provinces (Eastern Highlands, Western Highlands, Simbu, Jiwaka, Hela and Southern Highlands) which are connected by a Highlands highway. Lae is regarded as the industrial hub of PNG and is the central gateway to not only the highlands region, but also the New Guinea Islands provinces which are made up of East New Britain, West New Britain, Manus, Bougainville and New Ireland provinces. Lae is also linked by road to the coastal town of the Madang and have shipping links to the East Sepik and the Sandaun provinces of the Momase region.

**Map of Papua New Guinea**

![Map of Papua New Guinea](source: copyright @2007.Geology.com)

**Figure 3.2 Location of Lae in PNG**
3.3 Educational context

The education system in terms of curriculum and examinations is centrally controlled by the PNG Department of Education (PNG DoE) and the management and governance are delegated responsibilities to the Provincial Division of Education. The education system has gone through a reform and current structure is represented in the following diagram.

![Diagram of PNG education system]

Figure 3.3 Structure of the PNG education system  
Source: Department of Education (2009, p.7)

3.4 Lae urban secondary schools

This study will be conducted in three major Lae urban secondary schools and pseudonyms are used to protect their identities. The three schools which will feature in my research study will be referred throughout my writing as One Mile, Two Mile and Three Mile secondary schools.

One Mile Secondary is a co-educational school which caters for students from grades 7 to 12 and also post-secondary leavers with Technical and Further Education (TAFE) programs. It is a member of the International Education Agency (IEA) Papua New Guinea Limited which has twenty schools in the PNG system. The student population in this school is about 500 of which 140 are boarding students. Dual certification is provided at the end of year 10 (PNG and Cambridge certificates) and year 12 (PNG and Australian Capital Territory certificates). It is a fee paying school and does not get any school fee subsidy from PNG Department of Education.
Two Mile Secondary is a co-educational government agency school with a total population of about 1600 day students. It uses the PNG DoE curriculum and sits for the PNG national examinations in years 10 and 12. It is a tuition fee free (TFF) school and receives funds from PNG DoE under its TFF policy.

Three Mile Secondary is a co-educational government agency school with a total population of about 1200 students of which about one-third board on campus. It uses the PNG DoE curriculum and sits for the PNG national examinations in years 10 and 12. It is a tuition fee free (TFF) school and receives funds from PNG DoE under its TFF policy.

Figure 3.4 Location of Lae in the Morobe Province

The composition of the student population represents many provinces as Lae is the second largest city in the country. These students come from different ethnic backgrounds and from different social strata. About twenty percent of the student population are day-students living in settlements or rural homes around the city. The ratio of day to boarding students is approximately 3:1. The general school age population in the Lae urban
secondary school range from 15 to 18 years old and virtually all are multilingual and nearly all are English as Second Language (ESL) users.

Secondary school teachers are both male and female and also come from various provinces of PNG with different cultures and languages. Most teachers are graduates of the University of Goroka and hold a minimum of Diploma in Secondary Teaching qualification with specialisation in two subject areas. Besides teachers, there are administrative and ancillary staff, parents and sponsors who are involved in the welfare and academic success of the students. However, it is teachers who have the main responsibility for managing the classroom learning environment to achieve the best results.

As Lae urban secondary schools are in an urban setting, there are utilities such as permanent power supply, reticulated water system and flushing septic toilets in all schools. There are sealed roads and the schools have access to medical and health services. Each school has gone through renovations and have permanent well-maintained classrooms and staff houses. Nearly all schools are adequately resourced with teaching and learning materials including a school library. The students come from families where English or Tok Pisin (talk-pidgin) is spoken at home. All students wear school uniforms and about eighty percent come from homes with employed parents.

![Rural (settlement) family home](image1.png) ![Urban family home](image2.png)

**Figure 3.5 A rural and an urban family home in Lae**

Secondary school participants in this study come from different home settings, rural (semi-permanent houses) or urban (permanent houses) which can have an influence on their behavior and learning attitudes in the classroom. About twenty percent of the students come from settlements which are at the fringe of the town and eighty percent come from urban homes. It should be noted that, housing is a major problem in most towns of PNG with more than fifty percent of senior public and private personnel residing in settlements. With the information on home setting, one cannot definitely state that students who come
from rural setting are causing all the problems in the schools; these problems could be caused by students who come from urban settings.

Regardless of whichever setting they come from, students are put together in a classroom to learn, and how they can effectively learn in that classroom is the focus of my study. Arthur-Kelly, Lyons, Butterfield and Gordon (2006) claimed that the vast majority of students are likely to make good choices simply by creating an environment for them to satisfy their needs even if they find that activity to be unsatisfying. Students do that because of the belief and expectation that the learning can benefit future lives.
4.0 Literature review

4.1 Literature review conceptual framework

Figure 4.1 presents a conceptual framework for the review of literature relevant to my study on the effects of classroom management on student learning and discipline: A Papua New Guinea secondary schools case study. The review of the relevant literature on classroom management, student discipline and four educational theories (the choice, lesson movement, reinforcement, communication and relation) will provide insight to inform my main research question and supplementary questions.

![Figure 4.1 Conceptual framework of literature review](image-url)


4.2 Classroom environment

One of the policies that would have impacted classroom environments in recent times is the tuition fee free education (TFFE) policy of the PNG Government. The policy has led to dramatic increases in access to education and many class sizes have doubled in student numbers. This TFFE policy has created overcrowding in classrooms, shortage of resources and overworked teachers as they have to mark more books, assignments and tests. This is coupled with the fact that teachers in PNG are not paid well and teaching is not a sought after profession in PNG. Kanaparo (2006, p.3) stated that ‘most teachers resigned because of pay and politics’. He further cited that low pay is one of the causes of teachers resigning from the workforce. Some teachers revealed that low pay cannot sustain them especially in the cities and towns because the prices of goods and services are rising high’. This TFFE policy has a great effect on the education system as a whole as well as the effectiveness of student learning in the classroom. The overcrowding compounded with shortages of classroom facilities and teaching resources will have an impact on classroom management. Teachers now have a mammoth task of dealing with increasing students’ choices, lesson movement and rewarding through reinforcements which can hinder their ability to supervise effectively and cater for productive learning and student discipline.

Experts in the field of education such as Kariuki (2009) support the view that changing a child’s life through education is by far the greatest gift an educator can give to a student. Kariuki further states that everything that happens in the classroom will affect students and their future and therefore classroom climate or environment must be conducive to students’ learning.

It can be stated that the PNG classroom today is very different to what it was thirty years ago. Teachers are now faced with larger classes and more diverse behavior of students than previously. There is frustration among many educators on how to increase students’ motivation and academic performance, while setting up a classroom that is conducive to learning. Kariuki (2009) also stressed that the physical environment in the classroom, the level of emotional comfort experienced by students, and the quality of communication between teacher and students are important factors that may enable or disable effective learning.
Although classrooms are well maintained in the Lae urban secondary schools, overcrowding in most of the government run agency schools has created other problems, such as teachers having insufficient time for individual students, teachers administering more multiple choice assessment questions which are easier to mark. Professional development is definitely needed to inform teachers of the impact that a good classroom environment can have on students’ learning. Creating a productive climate for learning requires a teacher to reflect on what happens in the classroom as students’ behavior is often a reaction to factors which are found both within and outside of the classroom environment. Generally it can be more difficult to engage all students effectively and meaningfully in crowded classrooms.

4.3 Behaviour management policies

In order to have effective classroom management that would have an impact on learning and student discipline, it is vital to have behavior management policies in place. It is important for polices to reinforce a positive classroom environment as stated by Schibsted (2009). She presented some observations which my study hopes to establish when studying classroom management in the Lae urban secondary schools. Firstly, the teacher and students must agree on classroom rules at the beginning of the year so that there is consistency in implementing and policing these rules. Secondly, teachers must check in with students at the start of class by using questions to make students feel part of a learning team. Thirdly, the teacher must be consistent about expectations from students. The fourth tip, reinforcing appropriate behavior supports Skinner’s theory of reinforcement where rewards can be given to students who display positive behavior. The fifth tip is to maintain student’s dignity which reinforces relationships as discussed by Rutan (2010), Kratochwill (2006) and Marzano & Marzano (2003). Finally, it is very important for a teacher to be neutral and not accusatory as students should feel secure and not threatened by the agreed policy.

4.4 Consequences for unacceptable behavior

An orderly classroom is one that has very good classroom management strategies and rules that reinforce positive behavior however, there is bound to be disruptive behavior (Oliver, Wehby & Reschly, 2011) in classrooms and one must have strategies in place to deal with this (Rutan, 2010; Krastochwill, 2006). Oliver et al (2011) maintained that disruptive
behavior costs considerable time and often at the expense of academic instruction. This study hopes to establish whether Lae urban secondary school classrooms have strategies in place to deal with disruptive behavior and whether teachers only concentrate on teaching and learning and views disruptive behavior to be somebody else’s problem. Instead of focusing on dealing with unacceptable behavior in the classroom by the teacher or school; there should be preventative measures in place to encourage positive behavior (Ginnot, 1972; Glasser, 1998; Kounin, 1977; Skinner, 1969).

Rutan (2010) presents four strategies that will prevent stressful situation in a classroom environment. These include; developing mutual relationships with students, prepare classroom environment for learning, effective participation and engagement in learning, and setting parameters for cooperation. Kratochwill (2006) also stressed the need for preventative measure for inappropriate student behavior at all levels of education.

4.5 Recognize and reward and reinforcing of acceptable behavior

Skinner’s reinforcement or reward theory could be used as a guide to reward students when positive behavior is displayed. This would normally be in the form of verbal acknowledgement or praise. This study hopes to confirm whether the process of recognizing and rewarding students is done on a regular basis in Lae urban secondary schools. Some students receive rewards or recognition at the end of the year during graduation or prize giving ceremonies, but this is only for academic performance. Not all students will get academic awards but the school expects all students to show positive behavior which gets very little mention throughout a year at public assemblies and graduation.

Some examples of rewarding or reinforcement systems in PNG secondary schools at classroom level regularly would be to:

- create a system of positive incentives for individual, group, and class behavior,
- ensure that immediate positive reinforcement is encouraged for a positive behavior,
- provide feedback as students work regularly,
- ensure that students have mastered prerequisite skills before moving on, and
- reinforce positive behaviors students exhibit for others to refocus.
However having said that, another prominent educational theorist argued that the rewards and punishment system of management so lauded by Skinner is actually a root cause of American education’s decline (Kohn, 1993, p. xii). Kohn suggests that it trains humans to expect rewards to such a large extent that they fail to find motivation in the absence of a promised reward. However there are still positive influence rewards and reinforcement play in enabling effective student learning and minimizing discipline problems.

4.6 Teacher – student relationships

It is possible that poor teacher-student relationships in some Lae urban secondary schools, compounded with evolvement of negative subcultures, may have contributed to recent fights between school student groups. This relationship (Marzano & Marzano, 2003; Rutan, 2010) between teacher and student must start in the classroom and if each classroom has this mutual trusting relationship, the classroom and school will have a safe harmonious learning environment. Rutan (2010) reinforced that idea that teachers can build authentic relationships with their students through meaningful conversations. A teacher by meaningfully conversing with students allows them to connect with, get to know and share their needs with them. These five behavioral needs as mentioned in Choice Theory (Glasser, 1998) will allow students and teachers to make good choices in regards to the five aspects: survival, gain love, sense of belonging, gain power and freedom and also have fun. Kratochwill (2006) emphasized in his work on preventative strategies to have problem solving teams to help staff and also develop communication systems that encourages positive behavior.

4.7 Social and cultural factors impacting on effective learning

In establishing good classroom environments with effective classroom management strategies, teachers must realize that Lae urban secondary students come from different social and ethnic backgrounds and their views and needs are diverse and must be taken into account and appreciated. Under Principle 9: Personal responsibility of the PNG Behavior Management Policy (Department of Education, 2009) it states that all members of the school community are responsible for their own actions and the consequences of their behaviour. Also the school community has the responsibility to help younger children and children with special needs to learn to be responsible for their decisions and behaviour, within the limits of their maturity and developmental ability.
Given the various social and cultural backgrounds that students come with to the Lae urban secondary schools, there is a need to apply or explore Ginott’s (1972) theories in classroom management which encourages asking questions and listening to students, with brevity, acceptance, and respect. Sergiovanni (2006) stresses cultural building in school with different types of leadership which must be the same in classrooms. A positive culture in the classroom will definitely have a positive effect on the learning and student discipline. Culture building requires school leader in this case requires a teacher to give more attention to the informal, subtle, and symbolic aspect of classroom environment (Sergiovanni, 2006). The teachers should accept their students both for their personalities and for the behavior.

Wheatley (1999) mentions that schools or classrooms must be seen as living systems. Wheatley further states that ‘relationships of mutual benefit’ must be something a teacher and students must work on to know that ‘nothing living lives alone’ and must create this system of interdependency. If there is a problem teachers should address it and should always strive to guide students to acceptable behavior rather than criticize. There should always be respect for the students in school or classroom environments and students must see these environments as less threatening in their endeavor to gain good education.
5.0 Design of the research

5.1 Research study framework

Kumar (2011) stated that when undertaking a research study, one aims to find out answers to a question, therefore this study will address the question, ‘How do Lae urban secondary school teachers create classroom environments which encourage and maintain positive learning and appropriate behavior?’ This is supported by three supplementary questions:

1. How do secondary school teachers create productive learning environments in their classrooms?
2. What codes of conduct and discipline practices exist in a secondary school classroom?
3. To what extent do social factors impinge on students’ classroom behavior?

This research study will use the mixed methods approach where both quantitative and qualitative data will be collected to provide an in-depth understanding of the research problem. The research study will adopt the epistemology of constructivism, the interpretivism theoretical perspective of symbolic interaction, and the methodology of case study. The questionnaire method of objectivism will be used together with interviews and focus group under interpretivism. The table below presents the framework for the design of this research study.

Table 5.1 Research study framework

<table>
<thead>
<tr>
<th>Epistemology</th>
<th>Constructionism</th>
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<tr>
<td>Theoretical Perspective</td>
<td>Symbolic interaction</td>
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<td>Methodology</td>
<td>Case study</td>
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<td>Methods</td>
<td>Interview (one-to-one)</td>
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<td></td>
<td>Questionnaire (objectivism)</td>
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<tr>
<td>Research Approach</td>
<td>Both qualitative and quantitative methods (mixed methods)</td>
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<td>Instruments used</td>
<td>Fifteen-statement questionnaire</td>
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<td>Six one-to-one interview guided questions</td>
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<td>Sites for research</td>
<td>One Mile, Two Mile and Three Mile secondary schools</td>
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<td>Participants</td>
<td>Ten students (5 male and 5 female) from each grade (9 –12) in the each school = 120</td>
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<td></td>
<td>Eight staff (4 male and 4 female) from each school = 24</td>
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<td></td>
<td>Principal and Deputy Administration from each school = 6</td>
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<td></td>
<td>One standard officer = 1</td>
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<td></td>
<td>Total participants = 151</td>
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<tr>
<td>Storage</td>
<td>Data will be stored in both the electronic (soft copy) and field notes (hard copies)</td>
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</tbody>
</table>
5.2 Mixed methods paradigm

Most methods of data collection can be used in both qualitative and quantitative research (Kumar, 2011; Creswell, 2003). Kumar (2011) argues that the choice of which method to use mainly depends on the restriction imposed by flexibility, structure, sequential order, depth and freedom. Kumar stated that the quantitative methods favor these restrictions whereas qualitative methods do not. Creswell (2003, p. 4) stated that “mixed methods research has come of age. To include only quantitative and qualitative method methods falls short of the major approaches being used today in social and human science”. Therefore one cannot only use one method such as interviews (qualitative) nor only use questionnaires (quantitative), but use the mixed method to give further insight and in-depth study of the issue or study being taken.

For my study I have chosen a mixed method research paradigm as being most suitable aims to collect the necessary data that is needed to establish why classrooms in some schools are better learning environments than others. The use of quantitative methods is justifiable as there will be numerical evidence available in the data analysis that would come out of the questionnaire given to the participants. The idea of me using the mixed methods is further strengthened by Creswell (2003, p. 18-21) that mixed methods:

employ strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represent both quantitative and qualitative information.

A survey questionnaire early in the research study will generate numerical data which will highlight issues that would complement data collected through one-to-one and focus group interviews.

Creswell (2003), in his book Research design: Qualitative, quantitative, and the mixed methods approaches suggested that in designing a research proposal, four areas that must be addressed by the researcher are:

- epistemology,
- theoretical perspective,
- methodology
- methods.
5.3 Epistemology

Epistemology is concerned with how knowledge is created. Andrews (2012) argued that in attempting to make sense of the social world, social constructionists view knowledge as constructed as opposed to created. The origins of social constructionism can be traced in part to an interpretivist approach to thinking. Interpretivists value the human subjective experience, they seek to develop an objective science to study and describe it. The writing of my research will be presented from the choice, lesson movement, reinforcement and communication theories perspectives.

5.4 Theoretical perspectives

Symbolic interactionism is the theoretical perspective that will guide this study. Symbolic interactionism explains social behavior in terms of how people interact with each other via symbols; in this view, social structures are best understood in terms of such individual interactions. Humans communicate and interact with each other by how they interpret factors such as language, actions and status. Students learn in classroom situations through interactive processes and as such the classroom environment as well the language, actions and status of others must be considered during the process of teaching and learning.

In this study I will use four well-known educational theories by William Glasser, Jacob Kounin, Burrhus Frederic Skinner and Haim Ginnot. This study will seek to confirm that there would be effective and positive student learning with minimal to no discipline issues if all PNG secondary schools implement these four education theories in their classrooms practices.

Glasser’s Choice Theory (1998) suggests that a person’s behavior is inspired by what that person wants or needs at that particular time and not by an outside stimulus; is something all secondary teachers need to be aware of when facilitating the teaching and learning process. Teachers need to know that students in their classroom will make a choice for survival, gain love, sense of belonging, gain power and freedom and also have fun. Arthur-Kelly et al. (2006) further supported Glasser’s theory by stating that the satisfaction of a need will result in an individual experiencing a comfortable or pleasurable sensation, whereas the absence of need satisfaction will result in a feeling of comfort and frustration. Teachers must be able to recognize and appreciate when these choices of students’ individual needs are made. Glasser (1998) highlighted that teachers with large classes of
unmotivated students find that no matter how hard they try, they will be lucky to have total order in the room at any one time.

The second theory that will play an important part in this study is Kounin’s **Lesson Movement Theory** (1977). Kounin’s lesson movement theory is on classroom management based on teachers’ ability to organize and plan their classroom environment during lesson times. This lesson movement during a teaching session is achieved through five aspects **withitness, overlapping, momentum, smoothness, and group focus.** **Withitness** is the teacher’s ability during lesson time to know what is going on at all times in his/her classroom. **Overlapping** is the ability for a teacher to be multi-task oriented which is being able to teach while preventing misbehaviors during lesson. **Momentum** is the flow of a lesson where a teacher is able to fluidly adapt teaching despite distractions and disruptions; such as student walking in late or technological failure. **Smoothness** during lesson time is to have a plan or course of action, and not be seen as jumping from one topic to the other. **Group focus** during lesson time is the ability of a teacher to engage the whole class using techniques such as asking random questions, or asking a student a question and then looking around at other students to see if they are thinking or ready to respond.

The third theory which will play an important part in classroom management and dealing with student behavior is Skinner’s (1968) theory of behavior management with reinforcements. Students must be appreciated as participants in the process of teaching and learning during lesson times, and frequent use of reinforcement will definitely modify and influence student behavior.

The fourth theory is from GInnot (1976, 2007) who believed that there was no such thing as an unacceptable child, only unacceptable behaviors. Teachers have complete power through communication to influence classroom situations, whether in a positive or negative way. To make a positive impact a teacher must model communication that is congruent with student’s emotions and surroundings, include cooperative learning and use assertive discipline in place of punishment. Ginott’s theories about communication and the importance of positive relationships are applicable to secondary classrooms which are of relevance to this study.

These four theories of student’s choice at a point in time, lesson movements, use of reinforcement and positive communication should engage the student in effective and
productive learning instead of resorting to negative behaviors. The question now is; are these four theories evident in Papua New Guinea secondary school classroom practices?

5.5 Method of data collection

In my endeavour to address the problem statement, I will be using the mixed methods approach where both qualitative and quantitative data will be collected. Kumar (2011) stated that there are two major approaches for collecting information about a situation, person, problem or phenomena which are categorised as primary or secondary data. The primary source will be from observation, interviewing and questionnaire which I will use the latter two and the secondary source will come from documents such as school and government publications.

The first method of collecting data will be using the fifteen-statement questionnaire, the responses to which are recorded by respondent (Kumar, 2011). This will be administered to ten students (5 male and 5 female) from each grade from years 9 to 12 and eight teaching staff (4 male and 4 female) from each participating school. These questionnaires will be administered either by me to the selected students or staff during a time convenient for them to be completed and collected. It is anticipated that the questionnaire may take 30 minutes to complete. These will then be collected and given to me for analysis and interpretation. Consent of the participants will be sought prior to carrying out the data collection and participants will be informed of the confidentiality and use of the data collected. Should the participant, which for this case a student, is a minor (less than 18 years old); consent would be sought from their parents or guardians.

Table 5.2 Questionnaire items for supplementary research question 1

How do secondary school teachers create productive learning environments in their classroom?

<table>
<thead>
<tr>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sure (NS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Students are individually helped with their work during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Students can freely expressed their views during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Students and teachers respect each other rights during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 There is harmonious and friendly atmosphere during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 There is enough space for teacher movement during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.3  Questionnaire items for supplementary research question 2
What code of conduct and discipline exist in a secondary classroom?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each classroom has a set of expectations for students displayed</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have an input in the setting up of classroom expectations</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class captains are very effective during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are praised and rewarded for good behavior in class</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students and teachers respect each other rights during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.4  Questionnaire items for supplementary research question 3
To what extent do social factors impinge on student classroom behaviour?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enjoy the company of other and enjoy coming to school</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students feel safe in the school and classrooms</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are assisted to get to and from school during school days</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is active sports and religious programs going on at school</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are appreciated individually for who they are by others</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An interview is person-to-person interaction, either face-to-face or otherwise, between two or more individuals with a specific purpose in mind (Kumar, 2011). I will be using a semi-structured questionnaire to use during one-to-one interviews. The second method to be used in this research study data collection will be from a one-to-one interview with a secondary standards officer, the principal and deputy principal administration of each of the three schools involved in the research study. Field notes and recordings by mobile phone or tape recorder will be gathered during the interview to support the survey questionnaire given out to the selected students and staff of their respective schools. Consent of the participant will be sought prior to carrying out this data collection method and participants will be informed of the confidentiality and use of the data collected.
Table 5.5  Interview questions for supporting research question 1
How do secondary school teachers create productive learning environments in their classroom?

1. What are your views on the type of classroom environment we have in Lae urban secondary schools in general?

2. What is your view rewarding and praising system in your school for students and staff?

Table 5.6  Interview questions for supporting research question 2
What code of conduct and discipline exist in a secondary classroom?

3. One of the expectations of being the head of a learning institution is to deal with discipline issues when they occur. What are your views on expectations of discipline compared to the staff in your school?

4. Principle 5 which is one of the nine principles discussed in the DoE Behavior Management Policy focuses on the Rights to fair and consistent rules. What are your views on those who say that students should also have a say in writing up school and classroom rules or expectation?

Table 5.7  Interview questions for supporting research question 3
To what extent do social factors impinge on student classroom behaviour?

5. Lae Urban secondary schools are deemed to be notorious when it comes to school fights. What do you suggest should be done to curb school fights?

6. Talk to me about what you know or have experienced with overcrowded classrooms.

5.6 Sites and participants
This research study will be conducted using participants from One Mile, Two Mile and Three Mile secondary schools in Lae urban district. The table below shows the selected participants from each of school and which data collecting instrument will be administered to them. Note that consent will be sought from each participant and for under age children (less the 18 years old), their parents or guardian consent will be sought prior to them taking part. I will work with the principal of each school to select these participants. Equal number of male and female participants will be selected from the staff and students in each school. Note that the selected principal and deputy principal administration from the three schools and standard officer will also take the research study questionnaire prior to their one-to-one interviews.
The ticks (√) indicate participation

Table 5.8 Sites and participant taking the three data collecting instruments.

<table>
<thead>
<tr>
<th>Secondary school</th>
<th>One Mile</th>
<th>Two Mile</th>
<th>Three Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questionnaire</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 x students (10 per grade)</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>8 x staff</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>1 x principal</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>1 x deputy principal</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>1 x secondary standards officer</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One-to-one interview</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 x principal</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>1 x deputy principal</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>1 x secondary standards officer</td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.7 Testing for validity and reliability

In order to test whether the research study questionnaire and one-to-one interview questions are valid and reliable, I will be forwarding them to my peers and other experienced personnel in the fields of research. The survey questionnaire for the students will be trialled with the grade 7 and 8 students at One Mile secondary school, my school, as they are not part of my research participants. This is to see if there are cases of ambiguity, repetitiveness and irrelevance. This validity and reliability testing will be one week prior to the actual scheduled interviews and administering of the questionnaires. Items will be amended if considered necessary. I will also have to get the consent from grade 7 and 8 students at One Mile secondary school before conducting the trial with its students. This will give me ample time to edit and have them printed for administration.

5.8 Data collection, storage and analysis

In order for this study to be successful with valid and reliable information to address the problem statement, the time-frame for data collection and analysis is crucial. The questionnaire will be administered to the targeted participants during a time-frame of one hour for each school. An invitation will be made for the principal and deputy principal administration to come to my school on different days in a week. The same will be done for the student focus groups. The one-to-one and focus group interviews can be done over
a week. The questionnaire will require me to tabulate data and plot graphs and compose a description of what each graph represents.

On the other hand, the interviews will be a written summary of the data collected during the interviews. This will mean that over a one month period, I should be able to collect and analyze data from this study. The main cost that may be incurred when collecting and analyzing data would be operational such as printing cost, refreshments and maybe for some cases tokens of appreciation which will be further elaborated on under time-frame and costing.

Because of the sensitivity of the data collected, all participants’ responses and completed questionnaires will be stored for safe keeping after analysis. All data collected will be stored by using the soft (digital/electronic) and hard (arch files) copies in a safe and secure place to which only I have access.

5.9 Ethical considerations

Ethical considerations need to be addressed in any research involving people. Failure to taking note of ethical considerations may result in a lawsuit taken against the person conducting the research. There will be basically four important things that need to done prior to collection of data and information and they are to:

- apply for ethical clearance from Divine Word Research and Ethics Committee.
- write a letter to the Provincial Education Advisor seeking permission to carry out the research study.
- write a permission letter to the principals of One Mile, two Mile and Three Mile secondary schools to carry out the research study.
- prepare an information letter for participants to explain the research study and get their consent. For minors (less than 18 years old), consent will be sought from their parents and guardians.

The information and approval seeking letter to the Morobe Provincial Education Advisor (PEA) will be done after approval from the Faculty Research Committee (FRC) and the Divine Word University Research and Ethics Committee (DWUREC). When approval has been granted by FRC and DWUREC and PEA, I will send out information and invitation letters to the three chosen schools for permission to the conduct the study. These three
schools will be referred to as in their pseudonym - One Mile, two Mile and Three Mile secondary schools. All participants’ details and responses will be treated with utmost confidentiality and kept in a secure place for storage which can only be accessed by me.

5.10 Limitations and delimitations

Delimitations are research issues within the researcher’s control such as choice of topic, school, participants, data gathering instruments, etc. while limitations are those beyond the researcher’s control such as power outages, civil unrest, school closure, internet unreliability, participant withdrawal, time constraints, limited funding, etc.

It is necessary for me to clarify my roles especially for this research to be credible and trustworthy. Unluer (2012) suggested that roles of a researcher can range from complete membership of the group being studied (an insider) to complete stranger (an outsider). While there are a variety of definitions for insider-outsider researchers; generally insider-researchers are those who choose to study a group to which they belong, while outsider-researchers do not belong to the group under study (Breen, 2007; Cortner, 2000; Dwyer & Buckle, 2009; Kerstetter, 2012).

Rabe (2003) posed a question of when a researcher would be considered an insider and when the researcher would be considered an outsider. Rabe mentioned that the insider is perceived to be the one with ‘inside knowledge’ and may be true for my school however; I will be an outsider as I will not be a participant in this study. I may know my schools from the principal’s perspective but the participants from my school may see it differently which makes me an outsider to this study. Rabe echoed other authors that one of the major advantage of being an outsider is to see ‘new things’ which insiders take for granted or do not see (Breen, 2007; Cortner, 2000; Dwyer & Buckle, 2009; Kerstetter, 2012).

I maybe an outsider to the other two secondary schools in my studies however during the studies I may become an insider as I am the one conducting the research. When carrying out my research I would seek answers to who is ‘in’ in doing research on whom and note that in my study if I am out, I am in and if I am in, I am out (Rabe, 2003). Having to consider myself both as an insider or outside at different stages of my research, I also at some stage will in the middle (Breen, 2007; Kerstetter, 2012) of insider/outside in this research study. Rather than consider my study from a dichotomous perspective, I will at
some stage explore the space between that allows me as both an insider and outsider rather than insider or outsider (Dwyer & Buckle, 2012).

5.11 Risk Management

A risk is a chance of something happening that will have an impact on my research study and I need to have procedures and structures in place to deal with these risks. Risks might come up during the processes of obtaining permission for conducting research or during data collection.

This research study is low risk but maybe high on the sensitivity scale as it also depends very much on the approvals I receive from Education Advisor and secondary school principals to carry out my research. They might feel that my research study may be undermining their ability or interfering with their management of their schools.

There could be element of confrontation or unwillingness to cooperate if data collection, questionnaires and interviews are done on the selected secondary school sites. This can be avoided if research study participant are interviewed or ask to do the questionnaires at my school which is one of the participating secondary school in this research study.

During the time of my data collection I also have to be cautious of programs that might come up at these secondary schools or after a date is set, I may be called away on duty while participants are waiting for me.

I know of my school’s participation as I am the principal of the school whilst the same may not be for the other two schools. In the event that both schools decline to participate, then I have to approach another two schools. This could be a case of uncertainty in successfully carrying out my research study.

6.0 Logistics of the research study

6.1 Research study budget

The success of this study, which is the effect of classroom management on student discipline and learning, depends on the movement, timing, availability, and the consensual
willingness of all either involved directly or indirectly in this process of data collection. A significant part of this study is the cost involved.

The cost is broken up into two part; my cost as a part-time student and secondly for my fieldwork. Note that I will travel between two other schools for a month to administer the questionnaire and conduct interviews after receiving clearance by the FRC and DWUREC. I will also be travelling between Lae and Madang return three times a year to contact supervisors at the Divine Word University at the Madang Campus.

Table 6.1 My personal cost as part-time student over 6 years

<table>
<thead>
<tr>
<th>Expense Area</th>
<th>Amount per trip</th>
<th>Amount per year</th>
<th>Amount in six years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>K13,00</td>
<td>K78,000</td>
<td></td>
</tr>
<tr>
<td>Meals &amp; Accommodation</td>
<td>K105 x 7days</td>
<td>K2,205</td>
<td>K13,230</td>
</tr>
<tr>
<td></td>
<td>(1 week) = K735</td>
<td>(3 weeks)</td>
<td></td>
</tr>
<tr>
<td>Fuel Cost</td>
<td>K1,200 return</td>
<td>K3,600</td>
<td>K21,600</td>
</tr>
<tr>
<td>Stationeries</td>
<td>K300</td>
<td>K900</td>
<td>K5,400</td>
</tr>
<tr>
<td>Emergencies</td>
<td>K500</td>
<td>K500</td>
<td>K3,000</td>
</tr>
<tr>
<td>Total</td>
<td>K2,735</td>
<td>K20,205</td>
<td>K121,230</td>
</tr>
</tbody>
</table>

Table 6.2 Fieldwork budget

<table>
<thead>
<tr>
<th>Expense Area</th>
<th>Remarks</th>
<th>Calculations</th>
<th>Total amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>Fuel cost to drive between two schools 4 times</td>
<td>K50 x 4 x 2</td>
<td>K400.00</td>
</tr>
<tr>
<td></td>
<td>(one trip per instrument and one trip for follow up)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopying &amp; printing</td>
<td>There will be 51 copies of questionnaires, 4 copies of interview questions.</td>
<td>K2 x 55 x 3</td>
<td>K330.00</td>
</tr>
<tr>
<td>Stationery</td>
<td>50 pencil with erasers, batteries, biros, recorders,</td>
<td>K400 x 1 x 1</td>
<td>K400.00</td>
</tr>
<tr>
<td></td>
<td>tapes, writing pads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT / phone</td>
<td>Flex cards (emergencies)</td>
<td>K10 x 4 x 2</td>
<td>K80.00</td>
</tr>
<tr>
<td>Tea / biscuits</td>
<td>Staff and students</td>
<td>K50 x 2 x 3</td>
<td>K300.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>K1,510.00</td>
</tr>
</tbody>
</table>

6.2 Time-frame

Another significant part of this study is the time-frame involved from start to the end of the research. Note that I will travel between two other schools for a month to administer the questionnaire and conduct interviews after given clearance by FRC and DWUREC. I will administer the two data collection instruments in the three schools at least in a month or two.
<table>
<thead>
<tr>
<th>Area of work</th>
<th>Date / Time</th>
<th>Comments / Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Proposal</td>
<td>July 2014–Aug 2014</td>
<td>Literature review &amp; theories</td>
</tr>
<tr>
<td>Data gathering instruments</td>
<td>Sept 2014</td>
<td>Working on research proposal</td>
</tr>
<tr>
<td>Half yearly progress report</td>
<td>Oct 2014</td>
<td>Draft research proposal</td>
</tr>
<tr>
<td>Draft research proposal</td>
<td>Nov 2014 – Dec 2014</td>
<td>Supervisors for comments</td>
</tr>
<tr>
<td>Full Proposal</td>
<td>Feb 2015</td>
<td>Supervisors for comments</td>
</tr>
<tr>
<td>Full proposal (revised)</td>
<td>Mar 2015</td>
<td>Final to supervisors</td>
</tr>
<tr>
<td>Ethical Clearance</td>
<td>April 2015</td>
<td>Ethics Review Board of DWU</td>
</tr>
<tr>
<td>Confirmation Seminar</td>
<td>May 2015</td>
<td>Seminar Presentation</td>
</tr>
<tr>
<td>Data collection</td>
<td>July 2015 – Aug 2015</td>
<td>Field research</td>
</tr>
<tr>
<td>Data analysis &amp; interpretation</td>
<td>Sept 2015 – Dec 2015</td>
<td>Initial analysis &amp; interpretation</td>
</tr>
<tr>
<td>Data analysis &amp; interpretation</td>
<td>Jan 2016 – April 2016</td>
<td>Final analysis &amp; interpretation</td>
</tr>
<tr>
<td>Write results chapter (draft)</td>
<td>May 2016 - July 2016</td>
<td>Supervisors for comments</td>
</tr>
<tr>
<td>Write results chapter (final)</td>
<td>Aug 2016 - Dec 2016</td>
<td>Final write up of chapter</td>
</tr>
<tr>
<td>Write discussion chapter (draft)</td>
<td>Jan 2017 – March 2017</td>
<td>Supervisors for comments</td>
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Table 6.4 Short term timeframe July 2014 – June 2015

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7.0 References


Kanaparo, P. (2006). Teachers are the key to human capital development – Strengths and weaknesses for admission of new teachers in developing countries: The cases of Papua New Guinea Teaching Service Commission (TSC), Education Department


Unluer, S. (2012). Being an insider researcher while conducting case study research: The Qualitative Report 2012 Volume 17, Article 58, 1-14 http://www.nova.edu/ssss/

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<th>Appendix 1</th>
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<td>Letter to selected secondary school principals</td>
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<td>Appendix 3</td>
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<tr>
<td>Appendix 4</td>
<td>Consent form for participants</td>
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<td>Appendix 5</td>
<td>Research study questionnaire</td>
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<td>Appendix 6</td>
<td>One-to-one interview guiding questions</td>
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Appendix 1  Letter to Morobe Provincial Education Advisor

Tuesday, 1 July 2015

Research Project Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Impact of effective classroom management on student learning and discipline: A PNG secondary schools case study</th>
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<table>
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<tr>
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<th>Mr Vincent Mbuge</th>
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</thead>
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<table>
<thead>
<tr>
<th>Supervisors</th>
<th>Prof. Pamela Norman, Assoc. Prof. Patricia Paraide &amp; Dr. Catherine Nongkas</th>
</tr>
</thead>
</table>

Mr Keith Jiram
Acting Provincial Education Adviser
P O Box 315, Lae 411, Morobe Province, PNG

Dear sir,

Subject: Letter seeking approval for data gathering from selected Lae urban secondary schools.

My name is Vincent Mbuge and I am currently undertaking a doctoral program with Divine Word University. I am also the principal of Coronation College. The purpose of this letter is two-fold; firstly it serves as information and secondly seeking your approval to gather data from staff and students from Lae urban secondary schools namely Busu, and Lae Secondary between July and December 2015. The purposes of the research are to identify factors affecting secondary school student behavior in classrooms and strategies used by teachers to promote effective environments for optimum levels of learning.

In order to gather relevant information, selected staff and students will be invited to complete a questionnaire and/or be interviewed. The participation of both the selected staff and students is an important and vital part of the research project which is of current relevance to the concerns of the Department of Education. Participation of staff and students is entirely voluntary. Participants have the right to withdraw from the project at any time and do not have to answer any questions or discuss issues with which they are uncomfortable. Some interviews may be taped and, for others, field notes will be written. Interviewees will have the opportunity to read what is written during interviews and to make changes to the recorded comments. Participants’ identity will be protected during the writing of my thesis.

Should you require more information, you can write to: The Chairperson, Research Ethics Committee, Divine Word University, P O Box 483 Madang. Any concern will be treated in confidence and you will be informed of the outcome. If you are willing to support the study, please let me know when I visit your office, or contact me on 71237193. I can also be contacted via email on vmbuge@corocol.iea.ac.pg or vmbuge@gmail.com. I would be very grateful for any support at your end.

Yours in education,

Mr. Vincent Mbuge
Doctoral Candidate
Appendix 2  Letter to selected secondary school principals

Tuesday, 1 July 2015

Research Project Details

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Supervisors</td>
<td>Prof. Pamela Norman, Assoc. Prof. Patricia Paraide &amp; Dr. Catherine Nongkas</td>
</tr>
</tbody>
</table>

The Principal,

xxxxx Secondary School

P O Box xxxx, Lae 411, Morobe Province, PNG

Dear Principal,

Subject: Invitation to participate in a research project on effects of classroom management on discipline and student learning: A PNG secondary schools case study

My name is Vincent Mbuge, principal of Coronation College and currently undertaking a doctoral program with Divine Word University. The purpose of this letter is two-fold; firstly to seek your permission and secondly to kindly invite you and your school to participate in my research study. The research will require some selected staff (4 male and 4 female), and some selected students (10 students per grade), your deputy principal administration and yourself by completing a questionnaire and/or be interviewed. The aims of my research are to identify factors affecting secondary school student behavior in classrooms and strategies used by teachers to promote effective environments for optimum levels of learning, which is of current relevance to the concerns of the Department of Education.

Times and venues will be mutually agreed upon and it is anticipated an interview or questionnaire would take approximately 30 minutes. Participation is entirely voluntary and participants can withdraw at any time, do not have to answer any questions or discuss issues which they are uncomfortable with. Some interviews may be taped and field notes will be written. Interviewees will have the opportunity to read what is written during interviews and to make changes to the recorded comments. Confidentiality will be maintained and use of pseudonyms and codes in any reported information. Results from the study will be reported in my doctoral thesis in a way that does not identify participants in any way. Do let me know of a time convenient for you to discuss this if you have any query. I can also be contacted on 71237193 or via email vmbuge@corocol.iea.ac.pg or vmbuge@gmail.com.

Should you have any query in regards to this letter, please do not hesitate to write to: The Chairperson, Research Ethics Committee, Divine Word University, P O Box 483 Madang. Any concern will be treated in confidence and you will be informed of the outcome.

Yours in education,

Mr. Vincent Mbuge

Doctoral Candidate
Appendix 3  Information letter to participants

Tuesday, 1 July 2015

Research Project Details

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<tr>
<td>Supervisors</td>
<td>Prof. Pamela Norman, Assoc. Prof. Patricia Paraide &amp; Dr. Catherine Nongkas</td>
</tr>
</tbody>
</table>

Research Study Participant
Lae urban secondary school
Morobe Province, Papua New Guinea

Dear Participant,

Subject: Research Study Participant Consent Form

My name is Vincent Mbuge, principal of Coronation College and currently undertaking a doctoral program with Divine Word University. The purpose of this letter is to kindly invite you to participate in my research study where you will be completing a questionnaire and/or be interviewed. The aims of my research are to identify factors affecting secondary school student behavior in classrooms and strategies used by teachers to promote effective environments for optimum levels of learning, which is of current relevance to the concerns of the Department of Education.

Times and venues will be mutually agreed upon and it is anticipated an interview or questionnaire would take approximately 30 minutes. Your participation is entirely voluntary and you can withdraw at any time, do not have to answer any questions or discuss issues which you are uncomfortable with. Some interviews may be taped and field notes will be written. You will have the opportunity to read what is written during interviews and to make changes to the recorded comments. Confidentiality will be maintained and use of pseudonyms and codes in any reported information. Results from the study will be reported in my doctoral thesis in a way that does not identify you in any way.

Should you have any query in regards to this letter, please do not hesitate to write to: The Chairperson, Research Ethics Committee, Divine Word University, P O Box 483 Madang. Any concern will be treated in confidence and you will be informed of the outcome.

Should you want to be a participant, then you will be required to complete the consent form attached if you are 18 years or above. If you are a minor (less than 18 years old), then consent of your participation will be sought from your parents or guardians. I would be very grateful for any support rendered from your end.

Yours in education,

Mr. Vincent Mbuge
Doctoral Candidate
Appendix 4: Consent forms for participants

Tuesday, 1 July 2015

Research Project Details

<table>
<thead>
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<tbody>
<tr>
<td>Researcher</td>
<td>Mr. Vincent Mbuge</td>
</tr>
<tr>
<td>Supervisors</td>
<td>Prof. Pamela Norman, Assoc. Prof. Patricia Paraide &amp; Dr. Catherine Nongkas</td>
</tr>
</tbody>
</table>

Subject: Research Study Participant Consent Form

Complete the table below and sign underneath if you are willing to participate in this research study

I am a participant of this research study with my details are given on the table below

<table>
<thead>
<tr>
<th>School</th>
<th>Designation</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
</table>

I have read and understood the information in the letter concerning the research study on identifying factors affecting secondary school student behavior in classrooms and strategies used by teachers to promote effective environments for optimum levels of learning.

I understand that my participation is entirely voluntary and that I am free to withdraw from the study at any time and do not have to answer any questions or discuss issues with which I am uncomfortable.

I understand that information I provide will remain confidential and my identity will be protected. I understand that my name will not be used in any reports, papers or presentations related to this research.

Therefore, I agree to participate in this research.

Participant’s signature: ___________________ Date: ______/ _____/ 20_____  

Consent for minor (less than 18 years old)

I, parent / guardian of the above minor do give / do not give (circle one) consent for my child to be participating in this research study.

Parent’s signature: ___________________ Date: _____/ ____/ 20_____
Appendix 5: Research Study Survey Questionnaire

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</tr>
</thead>
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<td>Attention</td>
<td>Selected Teaching Staff &amp; Selected Students in grade 9 - 12</td>
</tr>
<tr>
<td>Subject</td>
<td>Research Study Survey Questionnaire</td>
</tr>
</tbody>
</table>

Please find attached the Research Study Survey Questionnaire which should be carried out this week.

The survey should be given out to all selected staff and selected students in grade 9 - 12 at the school. All selected participants are requested to complete a form and return it to me.

Confidentiality will be maintained and use of pseudonyms and codes in any reported information. Results from the study will be reported in my doctoral thesis in a way that does not identify you in any way.

Thank you for your cooperation.

Warm Regards

Vincent Mbuge
Doctorate Candidate
Research Study Survey Questionnaire – 2015

This confidential survey is to be completed by selected members of the groups given below. Tick (✓) the box.

We would like to know what you think about your school. This is not a test and there are no right or wrong answers. Please give honest answers. All your answers are confidential so don’t write your name on the survey.

To complete the survey, please read each statement and circle the number which represents how much you agree or disagree as follow: Strongly Agree (SA) – 9; Agree (A) – 7; Disagree (D) – 5; Strongly Disagree (SD) – 3; Not Sure (NS) - 1. The more you agree with the statement the higher the number you will circle.

You will be given about an hour to complete this survey and hand it to the person conducting it. Thank you very much for your cooperation.

<table>
<thead>
<tr>
<th>Senior Staff</th>
<th>Teaching Staff</th>
<th>Student in</th>
<th>Participant’s</th>
</tr>
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<tr>
<td></td>
<td></td>
<td>Gr. 9</td>
<td>Gr. 10</td>
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<table>
<thead>
<tr>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
<th>Not sure (NS)</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Students are individually helped with their work during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Students can freely expressed their views during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Students and teachers respect each other rights during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 There is harmonious and friendly atmosphere during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 There is enough space for teacher movement during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6 Each classroom has a set of expectations for students displayed</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
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<td>7 Students have an input in the setting up of classroom expectations</td>
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<td>7</td>
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<td>8 Class captains are very effective during class time</td>
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<td>5</td>
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<tr>
<td>9 Students are praised and rewarded for good behavior in class</td>
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<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
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<td>10 Students and teachers respect each other rights during class time</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
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<td></td>
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<tr>
<td>11 Students enjoy the company of other and enjoy coming to school</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>12 Students feel safe in the school and classrooms</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
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<td></td>
<td></td>
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<tr>
<td>13 Students are assisted to get to and from school during school days</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>14 There is active sports and religious programs going on at school</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>15 Students are appreciated individually for who they are by others</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
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Appendix 6: One-to-one interview guide questions.

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</thead>
<tbody>
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<td>Attention</td>
<td>Standard Officer, School Principal &amp; Deputy Administration</td>
</tr>
<tr>
<td>Subject</td>
<td>Research Study One-to-one interviews</td>
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</tbody>
</table>

Reminder to standard officer, school principal and the deputy administration is that:

Confidentiality will be maintained and use of pseudonyms and codes in any reported information. Results from the study will be reported in my doctoral thesis in a way that does not identify you in any way.

Thank you for your cooperation.

Warm Regards

Vincent Mbuge
Doctorate Candidate
Research study survey one-to-one interviews – 2015

This confidential survey is to be completed by selected members of the groups given below. Tick (✓) the box for designation, indicate gender and number of years at this position.

<table>
<thead>
<tr>
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<th>Principal</th>
<th>DP Admin</th>
<th>Gender</th>
<th>Years at this position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

I would like to know what you think about your school. This is not a test and there are no right or wrong answers. Thank you very much for your cooperation.

Interview with school principal, deputy principal administration and standard officers

1. What are your views on the type of classroom environment we have in Lae urban secondary schools in general?

2. What is your view rewarding and praising system in your school for students and staff?

3. One of the expectations of being the head of a learning institution is to deal with discipline issues when they occur. What are your views on expectations of discipline compared to the staff in your school?

4. Principle 5 which is one of the nine principles discussed in the DoE Behavior Management Policy focuses on the Rights to fair and consistent rules. What are your views on those who say that students should also have a say in writing up school and classroom rules or expectation?

5. Lae Urban secondary schools are deemed to be notorious when it comes to school fights. What do you suggest should be done to curb school fights?

6. What do you think of overcrowded classrooms in some Lae urban secondary schools? Talk to me about what you know or have experienced with overcrowded classrooms.

Thank you very much for your time and cooperation.