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**HOW SCHOOL LEADERS ADDRESS VIOLENCE AGAINST
GIRLS/WOMEN IN SCHOOLS AND ITS SIGNIFICANCE FOR
THE IMPLEMENTATION OF UNIVERSAL BASIC
EDUCATION POLICY IN PAPUA NEW GUINEA**

A thesis

submitted in fulfilment

of the requirements for the degree

of

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by

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ABSTRACT

The goal of Universal Basic Education (UBE), as agreed to in the formulation of the Education For All Goals in 1990 and later the development of the Millennium Development Goals (MDGs) by the United Nations (UN) in 2000, is achieving universal primary and secondary education by 2015. However, one of the impediments to the successful attainment of the UBE in Papua New Guinea (PNG) is the issue of violence against girls and women (VAG/W) in schools. Addressing violence and gender issues has a significant impact on the ultimate progress and outcome on the goal of UBE because, in practice, PNG is not free from violence and its related issues of gender inequality. Therefore, this study sought to understand, '*How School Leaders Address Violence Against Girls/Women in Schools and its Significance for the Implementation of Universal Basic Education Policy in PNG*'. Its prime focus was to assess the effectiveness of school leadership in handling VAG/W in PNG schools.

Some schools and their leaders in PNG have been recognised as working effectively in tackling VAG/W in schools. A secondary intention of this study was to investigate those effective practices and recommend them to other schools and for further improvements. Using interviews with adult school leaders (4) and surveys with student leaders and students (101) the research was carried out in two contextually very different schools in PNG, located in the NCD and Central provinces. Descriptive statistics, thematic analysis and content analysis was used to analyse the data. The study concluded that school leaders at the two schools were attending to issues of VAG/W in their schools and, to some extent, were effective within their specific context. Yet there were still many challenges identified that need on-going attention for achieving universal primary and secondary education and addressing VAG/W. As a result of the study I have proposed several recommendations for the schools, for education in PNG more generally and for those engaging in similar research associated with VAG/W in PNG.

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All in all I salute you and may God bless you in your endeavours.

DEDICATION

This thesis is dedicated to;

Firstly, my **ALMIGHTY God**, who has been able to sustain my studies over the duration of my two years here at the University of Waikato. At times I faced problems which I was unable to disclose to anybody, yet He was there when no one was around. Despite my unfaithfulness, I thank Him for His compassion and this thesis is the sole indication of a successful completion of my studies through His inspiration and guidance.

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My wife **Antonia** and my two sons, **Tanda Pes Kend** and **Faith Pes Kend**, 5 years and 2 years old respectively. I have not gone home to see them since I decided to take up studies. The disintegration has inflicted pain on my nerves for missing my lovely boys whom I love them so much. I thank God for blessing me with such handsome boys. This thesis is for you two.

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LIST OF ACRONYMS

AGE	Accelerating Girls' Education
BOG	Board of Governors
CRC	Convention on the Rights of the Child
DOE	Department of Education
EFAGs	Education For All Goals
GBV	Gender Based Violence
GoPNG	Government of Papua New Guinea
IPS	Iarowari Primary School
IPS/MSt-72	Iarowari Primary School Male Student-72
JPIS	Jack Pidik International School
JPIS/MSL-2	Jack Pidik International School Male Student Leader -2
MDGs	Millennium Development Goals
MTDS	Medium Term Development Strategy
NCD	National Capital District
NDOE	National Department of Education
NEC	National Executive Council
NRI	National Research Institute
PEA	Provincial Education Advisor
PNG	Papua New Guinea
UBE	Universal Basic Education
UOG	University of Goroka
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
VAG/W	Violence Against Girls/Women
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

In most of my classes I am in, I get hit in the head. On the way to most of my classes, kids kick my leg and mock me a lot, saying things like “legless” and other really mean things. In science, people take my stuff, like my pencil case. Sometimes they open it up and tip stuff on the floor or throw it out the window (Winslade & Williams, 2012, p.123)

1.0. Overview of the Chapter

This study focuses on the issue of violence against school girls and how leaders in two schools addressed violence and other related issues to work towards a basic right of education. To put the whole issue on violence against girls and women (VAG/W) at schools into perspective, I decided to open this chapter with the quotation above from a violated female student from a previous study. While this example is relatively minor given the forms of violence students experience, it signals to you, the reader, that the issue under study is an endemic one that has the potential to harm students physically, psychologically and sexually, particularly girls at schools. This study explores how school leaders address violence against girls/women (VAG/W) in schools and examines the significance of their actions for the implementation of the Universal Basic Education Policy in PNG. VAG/W has greater negative impacts on many areas including the stagnation and derailment of the achievement of the internationally ratified conventions like the implementation of the Universal Primary Education (UPE) (Webster, 1993) and later the Universal Basic Education (UBE) Policy in PNG (NEC, 2009 & Webster, 2000). One of the major tenets of UBE is to provide nine years of basic education to all children inclusive of girls, disadvantaged groups, poor, street and working children, remote and rural populations, migrants, nomads, indigenous, minorities, refugees and the disabled (UN, 2000; UN General Assembly, 1989; Kukari, 2011 & Webster, 2000).

In this study, I investigated the effectiveness of school leaders' input in addressing VAG/W in their respective schools, with the understanding that violence and related behaviour issues work against the spirit and intent of the tenets of UBE

policy. This chapter begins with my personal experiences of dealing with girls' educational issues at my previous job context in Papua New Guinea (PNG) prior to undertaking my postgraduate studies. Secondly, the context and the background of the study is presented. Thirdly, the rationale and the significance of the study is discussed. Fourthly, the research setting is presented, followed by the research aim and the research questions. Finally, the scope and the limitations of the study are discussed.

1.1. Personal experience

My reasons for choosing a topic on such a sensitive issue like VAG are worth discussing. From experience, for a male student to undertake study on sensitive issues such as sex, feminism, misogyny, violence and gender is a huge challenge; a male has to overcome that when choosing a topic in such female-dominated areas. My history is not too long and dates back only to 2007 when I did my fourth year independent research project at the University of Goroka (UOG) in PNG. The idea to write on a gender related topic was out of my mind until my lecturer for the course "HARM 482: Independent Research Project" asked each student for their respective topic of interest. In the first instance, I spent several hours thinking about what topic that would best suit me to write a perfect mini thesis for my bachelor of education degree. Finally I chose the topic 'Cultural barriers as a cause for fewer girls attending Kandep High School'.

Kandep is the remotest district in PNG, and that's where I come from. My reasons were based on the fact that the remoteness of the district is really evident and reflective of fewer females reaching tertiary and even high school education level in proportion to males. There is a huge imbalance and inequality in education in the district which Kewa (2008) from PNG has captured in her book *Being a Woman in Papua New Guinea: From Grass Skirts and Ashes To Education And Global Changes*. After finishing university, I got a job as a cadet researcher with the National Research Institute (NRI) in PNG. I worked with the education division at NRI assisting in undertaking research on educational issues in PNG like Accelerating Girls' Education (AGE) and gender inequality in education, issues that are of greater significance to the PNG Government's Universal Basic Education (UBE) policy ratifications and implementations (NEC, 2009; Global Monitoring Report, 2006; Ali, 2006; Kukari, 2011 & Department of Education, 2004). I was instrumental in publishing several articles in the local newspapers

that gave the public an opportunity to read about issues that mattered most for their mothers, sisters and daughters on their education (**See Appendix 1**). This was the beginning of my career in researching gender in education and formed the basis for choosing this study, an extension of what I initially started back in 2007 and post university years in PNG.

1.2. Context of the study

1.2.1. Background to the study

My reason for choosing this topic is based on the fact that violence, or the fear of violence, is an important reason for girls not attending schools in PNG. Besides being in itself an infringement of girls' rights, violence is also denying girls their right to education. This right is stipulated in many of the policy documents and development frameworks that the Government of PNG has legally adopted. Despite these ratifications and signatories, anecdotally it would seem that most girls in PNG encounter violence in and around schools. Much VAG/W goes unreported and the scale of the problem has been underestimated.

In PNG, people's practices and perceptions about VAG/W are often linked to the parochial cultural practices based on patriarchy and the male supremacy (Kewa, 2008; Sepoe, 2006). Kewa (2008) further confirmed that the existing Melanesian and PNG cultural tenets promote male supremacy. Several authors (see for example, Mirembe, 2001; Kilavanwa, 2004; Bisikaa et al., 2009) have also contended that male supremacy promotes gender inequality in education and such cultural contexts become breeding grounds for the violation and suppression of the females. However, in contrary to the cultural practices that trigger girls' and females' violation and suppression, the Convention on the Rights of the Child (CRC) 1989 (UN General Assembly, 1989) and the Millennium Development Goals (MDG's) particularly Goal 2, stipulate that education is a right of every child (UN, 2000; Webster, 2000). Such UN-sponsored conventions are in harmony with the constitution of PNG which recognises education as everyone's right. It is further stipulated in the preamble of the constitution, particularly Goal 1 of the Five National Goals and Directive Principles, that education is important and acts as the cornerstone for integral human development. According to Matane (1986), the preambles of the constitution include:

Integral human development

Equality and participation
National sovereignty and self-reliance
Natural resources and environment
Papua New Guinea Ways. (p.7)

The preamble of the constitution is further consolidated in the constitution where Goal 1 on integral human development is explained in the following words:

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man and woman will have the opportunity to develop as a whole person in relationship with others. (Matane, 1986, p.7)

All other development goals, plans and frameworks are built upon these tenets of the preamble and the constitution that empowers education to be an inherent and integral part of every school age child's experience.

However, what is practised is totally different from what the constitution envisions. Girls and women in most schools throughout PNG are either violated, suppressed, marginalised or excluded from participating in education (Kewa, 2008). Thousands more are left in the villages helping mothers do household chores like gardening, herding pigs and looking after younger siblings. Issues such as inaccessibility, school fee problems, tribal fights and poor infrastructures are preventing girls and women from equally pursuing their education as envisaged. Interestingly, the lucky ones who do attend school are subjected to all forms of violence, forcing most to leave school early (Strachan et al., 2010 & Kewa, 2008) before reaching their full cycle of education. Therefore this study is particularly interested in those fortunate enough to go to school but unfortunately, still become subjected to male-perpetrated violence, bullying and other anti-social behaviours, thus limiting girls' chances of pursuing education in PNG. This study investigated the practices of school leaders in terms of how they handle issues of violence and oppression of girls and women in their schools.

1.2.3. A brief background of Papua New Guinea and its education system

PNG is an island nation in the South Pacific situated north of Australia. It has more than 800 different language groups with differing tribal and cultural groups that occupy the 22 provinces (Waiko, 1997). Its population is 7.5 million and it is

a thriving nation both politically (democratically) and economically. Port Moresby is the capital city and the people are predominantly of Melanesian origins. Culturally PNG is one of the diverse nations on earth and is also one of the most rural with more than 90% of the people living in rural villages. The map below shows the location of PNG in the Pacific Ocean.



Figure 1.1. Map of Papua New Guinea

Source: Encarta Microsoft Corporation 1993-2003.

Education system. Formal institutionalised education in PNG is only a recent phenomenon, and its introduction dates back to the era of Germany and Great Britain's quests for colonies. Germany and Great Britain explored, divided and colonised PNG in 1885 into two separate territories, known as British Papua and German New Guinea until Australia took over control from the British (1906) and was then granted a mandate over German New Guinea in 1921. Australia later established a joint administration over the Territory of Papua and New Guinea in 1949. PNG got its independence from Australia in 1975 (Waiko, 1997). Since then, PNG's education system has undergone waves of reforms with the latest one based on the Outcome Based Model (Webster, 1993) as diagrammatically shown below. The restructure was finally given parliamentary approval in 1995, as an amendment to the Education Act of 1983.

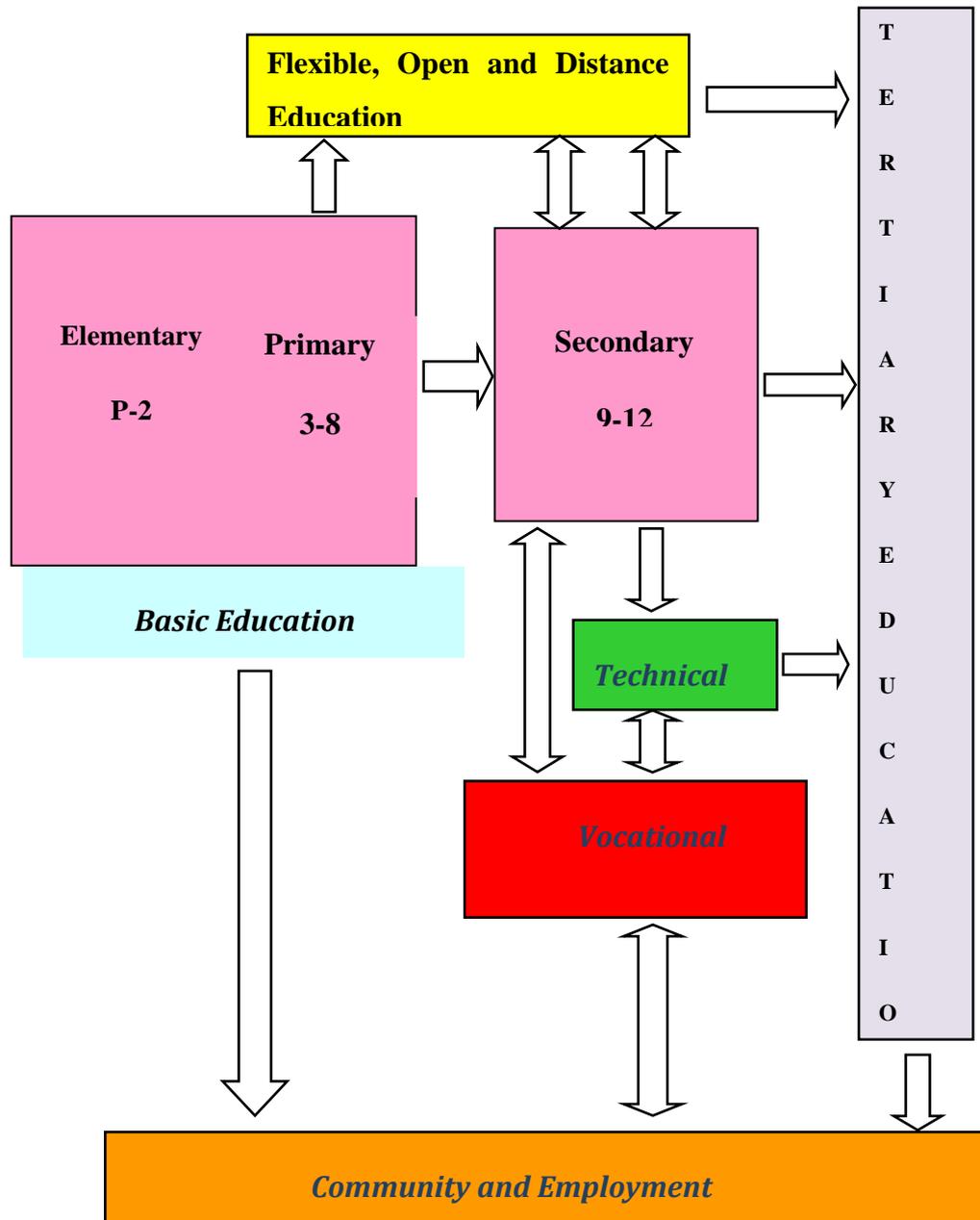


Figure 1.2. The reformed structure of education system in PNG

Under the reform structure, school-age children first attend elementary for three years (prep, grade 1 and 2) and then continue into primary school for another six years (grade 3 to 8) (Figure 1.2). The students sit for a nationally conducted exam at the end of grade 8 and those who pass continue to either grade 9 or vocational schools and others like community colleges. From grade 10, they sit for another national exam and those who pass continue to grade 11 at secondary level. In both the primary and secondary stages, those who fail still fall back to open and distance learning. Finally, from the secondary, the students sit for the last exam and those who pass continue to tertiary institutions and those who fail return to

open learning for matriculation and to upgrade their marks before they reapply as non-school leavers into the tertiary institutions.

Despite the reforms and changes, like many developing countries of the world, one of the huge challenges facing PNG is its quest to provide, affordable, quality and free education to all of its school-age children. However, there are very slim chances for everyone to get a fair education, especially girls who are mostly disadvantaged due largely to: inaccessibility due largely to rough terrains and fast flowing rivers, vast swamps infested with deadly crocodiles, lack of road infrastructures and lack of availability of schools. This is further complicated by school fee problems; and strong parochial cultural traits promoting maleness or male supremacy, tribal fights and violence against girls in schools (Sepoe, 2006; Kewa, 2008; Kilavanwa, 2004; Matane, 1986). That violence is the focus of this study. Of all the children who attend school, only a few reach the top level in the cycle of education (Department of Education, 2004). Despite the presence of private and mission agency schools in PNG, the National Government of PNG is the custodian of the entire education system in PNG. It monitors, controls and formulates general education policies, laws and guidelines that govern the provision of education in PNG. The above structure is the system that every school is obliged to follow in delivering education to the 7.5 million people of PNG.

1.3. Rationale and significance of the study

VAG/W is a serious obstacle to the attainment of internationally agreed education goals including the Millennium Development Goals (MDGs) (UN 2000). VAG/W takes many forms including rape, sexual harassment, intimidation, teasing and threats. It affects all girls, regardless of age, race, class, caste or location. This is entrenched in the male-dominated cultures which belittle females or condone VAG/W. Violence is used as a tool for imposing male power. Girls themselves often regard violence as inevitable and feel powerless to complain. Studies show that the causes of VAG/W are many and complex. They relate to deeply embedded social inequalities and dominant ideologies that perpetuate beliefs and attitudes that discriminate against females. VAG/W has its roots in patriarchy and unequal power relations that still exist worldwide. Poverty, tribal fights, war and walking long journeys to school put girls at additional risk.

Therefore the problem must be seen within this broader framework. It is a symptom and a result of the larger problem of gender inequality that has to be tackled in all spheres. In PNG, as in many other parts of the world, the 'patrifocal/patrilineal structure' legitimises men over women – sons over daughters, fathers over mothers, husbands over wives and so on (Meggit, 1977). In practice, this structure means that girls must be kept out of the public sphere, their behaviour and movements must be controlled, they must marry and procreate – whilst boys supported by family resources are free to be educated, work and move as they please in the outside world (Kewa, 2008; Meggit, 1977). Aspects of tradition and cultures also ensure male domination and that girls are socialised to believe that they are inferior to men. Violence is therefore used as a tool to enforce and perpetuate the status quo. In some contexts parents are reluctant to send their girls to school because they do not see the value in educating girls. Violence against girls needs to be understood in the context of broader practices of sexual violence and youth cultures. Therefore, as school leaders, there is a huge challenge in addressing violence in their schools.

The intention of this study was to discuss the strategies, approaches and ways school leaders in the two schools undertake to handle VAG/W in their schools and to consider the effectiveness of these practices in the ways students experienced school. The study was based on the premise that despite violence and other social disorders thwarting girls in schools, there are some schools and their leaders who are better than others with respect to their practices and level of understanding of policy interventions and conventions on the girls' rights to education as envisaged in the PNG government's UBE Policy adoptions (NEC, 2009; Espanol, 2008). This research serves three purposes which were the reasons for choosing the topic on violence. Firstly, the research is academic. It is undertaken in fulfilment for a master of educational leadership degree. Secondly, the research will bring attention to the problem by highlighting good practices of managing VAG/W and, if possible, recommend them to other schools by providing the Provincial Education Advisor with a copy of the project report. Finally, I work with a gender-based organisation and have the intention of exploring these practices to broaden my understanding of violence for my career capacity building. In light of the three purposes, the study established that generally the two schools have effective strategies and approaches in addressing VAG/W in their schools.

However, the study also identified that there are still areas that needed on-going attention; these are captured as recommendations at the end of the thesis.

1.4. Research setting

The research was done in two separate schools, one a rural and the other an urban school. The first school is Jack Pidik International School (JPIS) and the second is Iarowari Primary School (IPS). All names are pseudonyms. There are 22 provinces in PNG and out of these, National Capital District (NCD) is the most urban province in which Port Moresby, PNG's capital city is located. JPIS is situated in the National Capital District (NCD) and is a representative of an urban school. IPS is situated in the Central Province. Central Province is a rural and remote province which lacks most essential government services like quality road, electricity, internet, making the delivery of education most difficult task. All the students come from nearby villages. IPS is located in the Central Province and is representative of a rural school in PNG (both schools are described more fully in section 3.3). Prior to the reform in 1993 each school was called 'community school' because the schools were located within the community and enrolled students from the community. However, as a result of the reform, 'community school' was replaced with the term 'primary school' which reflected the educational structural change. Each province has its own education authority, called the Provincial Education Board (PEB) to oversee the general operation of the schools and the appointment and recruitment of teaching staff. PEB is headed by the provincial education advisor who reports directly to the National Department of Education (NDOE) through the Secretary for Education.

1.5. Research Aim and research questions

The aim of this research was to assess the effectiveness of school leaders in addressing Violence against Girls/Women (VAG/W) in two schools and how the school leaders' efforts contribute to the Government's UBE policy implementations in PNG. There were four research questions that framed the basis for this study. These questions were consistent with the research topic and the aim of the study. They included:

- (a) How aware are school leaders and students of policy interventions regarding VAG/W in PNG and its impacts on UBE?
- (b) What are school leaders' views about various forms of VAG/W?

(c) To what extent does the participants' position in the school affect their awareness and their views?

(d) What are practices that have reduced violence in school?

1.6. Scope of the study and its limitations

This study was carried out within the two schools, JPIS in NCD and IPS in the Central Province, PNG. Hence, it not appropriate to generalise the results of the findings of this study to other schools, provinces and even PNG as a whole (Cohen et al., 2007; Creswell, 2005). Therefore, some level of care and caution is required to generalise its findings to other schools and situations. However, while the findings may guide specific practices at the schools involved in the research I would suggest they also provide an important point to begin further discussions, changes of practice and policy in other schools and the education system, and ongoing research that builds upon these findings. The utilisation of the three data collection methods such as semi-structured interviews, survey and the document analysis gives this study some level of trustworthiness and credibility (Cohen et al., 2007). The relatively small data set can also be seen as a limitation and further research is needed in this area to establish a more nuanced research base related to this study but across PNG schools. Other limitations and other issues that constrained me from carrying out this study are captured in section 3.5.

Brief overview of the thesis. This study was framed on the topic, *'How school leaders address violence against girls/women in schools and its significance for the implementation of universal basic education policy in Papua New Guinea'*. There are five chapters in this thesis. The first chapter briefly introduced this study by providing my personal experiences which led me to choose this topic on violence and gender. This is then followed by brief information on the context of the study including basic information on the background of PNG, its education structure and the significance of the study is provided. Finally, the aim of the study and the four major research questions that guided the study's parameters are presented. The second chapter discusses the related literature concerning violence against girls and women (VAG/W) and how school leaders address and manage violence in their schools through formulation and implementation of relevant school policies and rules. The third chapter presents the methodological and theoretical underpinnings that guided the research for the topic under study. In

this section the four research questions that guided the study are also presented. The fourth chapter presents the data from the 105 participants in the two schools under study. The fifth chapter discusses the entire findings of the study with reference to the literature reviewed and the theoretical framework for this study. This is followed by the conclusion of the study together with the implications of the research and some proposed recommendations that are based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

Is it my right to speak the unknown that has been violating me? Speaking my right as a Melanesian daughter..... Or do I have to protect myself? Keep silent because of my patrilineal society in which I cannot speak out my rights because this [violence to women] is normal to everyone in Papua New Guinea? (Interview with Josephine: Madang, 2005 cited in Hermkens, 2008. p. 152).

2.0. Overview of the Chapter

The goal of Universal Basic Education (UBE) as agreed to in the formulation of the Education For All (EFA) Goals in 1990 and later the development of the MDGs by the UN in 2000 is for all countries that ratified this goal, especially Goal 2 on achieving universal primary and secondary education by 2015, to ensure that all children access free and compulsory basic education of good quality (Cohen, 2006; Kukari, 2011; Department of Education, 2004). Besides other factors, addressing violence and gender issues exerts significant impact on the ultimate progress and outcome on the goal of UBE as targeted. Despite PNG's ratification, it is likely that the goal will not be realised due largely to factors such as the lack of implementation and fiscal capacity, poor coordination of education service delivery between the National Government, Mission and privately-run schools, shifting education policies and priorities, poor school governance and an increase in the volume of violence against school girls and women (Global Monitoring Report, 2006; Ali, 2006; Kukari, 2011). This study examines the effectiveness of school leaders in addressing violence against school girls/women and the relevance of their endeavours for the implementation of the UBE policy in PNG

This chapter discusses the related literature concerning violence against girls and women (VAG/W) (Terry & Hoare, 2007) and how school leaders address and manage violence in their schools through the formulation and implementation of relevant school policies and rules (National Department of Education (NDOE), 2009). PNG is not free from violence and its related issues of gender inequality. The opening extract (Hermkens, 2008) from an interview with Josephine from

PNG illustrates Deveci et al. (2008) and Morti and Cuklanz's (2009) statement that most VAG/W is universal. Unfortunately, the issue on VAG/W in PNG is yet to be fully documented (Kilavanwa, 2004) and very little literature is available. This review will summarise the available literature to shed light on the specific situation of PNG with regards to VAG/W. It is evident that VAG/W plays an immense role in preventing girls' accessibility to education (Bisika et al., 2009). The review is constituted by themes and sub-themes important to the research topic on violence as outlined below.

The first section defines violence while the second section explores various forms of violence. The third section looks at the socio-economic and cultural dynamics of VAG/W. It takes a step further to reflect on the causes and effects of violence. The fourth section discusses the research, legal and policy issues on violence and gender. In this segment, it is argued that designing appropriate policies on gender and violence and effectively implementing them will help initiate safe environments for girls to freely pursue their education. The fifth section discusses how VAG/W is seen through the lenses of feminism and misogyny. The sixth section looks at various leadership roles in schools before the chapter is summarised.

2.1. Setting the scene for violence against girls

The importance of setting the scene for violence against girls is to briefly introduce and put into appropriate perspective the literature that informs this research project. The relevance of establishing the scene narrows and focuses the investigations of literature on VAG/W into a manageable task. It is done by firstly providing the definition of violence which is then followed by the discussion of other major themes.

2.1.1. Towards a definition of violence

Studies confirm that 90% of violence is committed against girls and women (Hoffman, 2005) and perpetrators of gender-based violence are predominantly males. Violence is defined as the "exertion of any physical force so as to injure or abuse in the form of revoking, repudiation, distortion, infringement, or irreverence to a thing, with intense, turbulent, furious action, force, or feeling often destructive" (Webster's Third New International Dictionary, 2002, p.2554). Deveci et al. (2008) defined violence as:

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (p.25).

Other writers have opted to define violence from different perspectives. For instance, Sepoe (2006) describes violence as the “ever presence of threat” (p.26), while Velzeboer, Arcas & Garcia-Moreno (2003) define it as “harmful physical, emotional and sexual behaviours” (p.4). However, the definition of violence when unpacked comes in various forms and categories. As far as the focus of this study is concerned, drawing on and limiting definitions relevant to gender and women is of highest importance. Thus, the following sets of definitions differentiate what is generally referred to as VAG/W from gender-based violence (GBV).

From the broader definition of violence there is a more specific definition relating to this study that accounts for gender. GBV and VAG/W are two different concepts (Terry & Hoare, 2007). GBV is too broad, a concept covering all forms of gender-related violence such as violence committed against gays, male versus male, female versus female or vice versa (Walls, Kane, & Wisneski, 2010). The explanations and examples below will further clarify this position. The UN Charter through the World Health Organization (WHO) reaffirms the potential of the threats violence perpetuate against girls and women by confirming that it is mostly endemic and describes it as:

An act of gender-based violence (GBV) that results in, or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivations of liberty, whether occurring in public or private life (Violence Against Women, UN General Assembly (1993) as cited in Velzeboer et al., 2003, p.4).

Therefore, there exists a real difference in meaning between VAG/W and GBV. For example, according to Terry and Hoare (2007):

The terms GBV and VAW/G are often interchanged, but they are not synonymous. The Declaration on the Elimination of Violence Against Women (1993), defines VAG/W as a sub-category of GBV. The difference is that GBV encompasses, for instance, male violence against gay men, the involvement of women in the

phenomenon of property grabbing, and harsh beatings of male students by male teachers (p.4).

Several authors discuss what constitutes VAG/W in a more simplified approach. Lakeman (2005) defined it as “a form of discrimination that seriously prevents women’s ability to enjoy rights and freedoms on a basis of equality with men” (p.64). Others have viewed VAG/W as slapping, intimidating, teasing, hitting, punching and kicking through to choking and burning or raping (Parrot & Cummins 2006; Singh & Prasad, 2008). Whatever the definition and forms VAG/W may take, it includes acts that inflict “physical, mental (psychological), or sexual harm or suffering ... of women” (Lakeman, 2005. p.64). Likewise, Merry (2006, p.77) refers to VAG/W as a category of “gender-based violence”. Therefore the usage and application of the term VAG/W is more reliable in the context of this study than GBV (Terry & Hoare, 2007). In summary, VAG/W is a form of GBV or a “sub-category of GBV” (Terry & Hoare, 2007, p.xiv).

On this basis, Lakeman (2005) defined VAG/W as any act that results in “physical, sexual or psychological harm or suffering of women, including threats, coercion or arbitrary deprivation of liberty, whether occurring in public or private life” (p.64). Others have defined VAG/W as a persistent harm of human rights (UNDEVW, 1993; Alam, Roy, & Ahmed, 2009). This view is supported by Cohen (2006) and Terry & Hoare (2007) who define VAG/W as the denial of women their most basic human rights which directly endangers the achievement of MDGs, particularly ‘the Declaration on the Elimination of Violence against Women (1993)’ (Terry & Hoare, 2007, p.xiv). However, MacKinnon (2006) defines VAG/W as “aggression against and exploitation of girls and women systemically and systematically” (p.29). MacKinnon (2006) went further to explain the word systemically as “socially patterned” and systematically as “intentionally organized” (p.29). For example, sexual harassment, rape, battering of girls/women, sexual abuse of children, women-killing, imperialism, colonialism and racism are some examples of *socially patterned* forms of VAG/W (MacKinnon, 2006). On the other hand, examples of *intentionally organized* forms of VAG/W include prostitution, pornography, sex tours, ritual torture, sexual exploitation of females, poverty, imperialism, colonialism, and racism (MacKinnon, 2006). However, Hoffman (2005) contended that VAG/W involves “any acts of GBV that results in, or is likely to result in, physical, sexual or

psychological harm or suffering to women” (p.12). Parrot and Cummings (2006) explain pre-planned VAG/W as the deliberate practice and existence of “a deplorable trend towards the organised humiliation of women, including the crime of mass hate” (p.23).

2.1.2. Defining violence against girls in schools

Since the focus of this study leans towards violence committed against girls and women in schools (Bazan, 2009), it is more appropriate to narrow the definition further to determine the practices of violence at the school context. However, there is no standard and universally agreed lexis for defining VAG/W in schools. While various commentators, reporters and authors frame it differently in order to explain the same concept depending on varying contextual backgrounds, a more relevant definition to parallel this study is the one by Egan, (2007). According to Egan (2007), VAG/W in school includes elements of ‘corporal punishment, sexual abuse, neglect, verbal abuse, emotional abuse, bullying, peer-to-peer violence, youth gangs, use of weapons, and harassment in school’ (p. 1). As such, this study excludes boys from the intent and purpose of this research regardless of whether the victim of violence is male (Walls, Kane, & Wisneski 2010). That does not imply that boys are free from violence. Interestingly, studies confirm that some of the worst forms of violence are committed against boys and men (Sivakumaran, 2005; Carpenter, 2006; Sivakumaran, 2007) either by males or even females. However, as noted earlier, 90% of violence committed is against girls and women (Hoffman, 2005). Terry & Hoare (2007) confirm that by far the majority of perpetrators of GBV are males. This study concentrated on VAG/W in school as the predominant form of GBV. Therefore, it is worth discussing some of the forms of VAG/W that are prevalent in PNG schools.

2.2. Various forms and types of violence

Violence in schools is not only a problem in PNG schools but is endemic globally and must be viewed as one of the most pressing educational as well as developmental issues (Brickmore 2008; Bazan, 2009; Bisikaa et al., 2009; Johnson, 2009; Limbos and Casteel, 2008; Global Advocacy Team, 2012). Various authors have argued that most schools are no longer safe for children, especially girls who are more vulnerable (Herr & Anderson, 2003; Harber, 2004; Smith & Smith, 2006). The report *The Campaign to Stop Violence in Schools* by Global Advocacy Team (2012) is a recent attempt to address the issue on VAG/W

in schools. According to the report, a survey of 1,200 students from Brazil found that 70 per cent of them had been victims of school violence.

VAG/W and children in schools remains a widespread problem (Brickmore, 2008; Bazan, 2009; Bisikaa et al., 2009; Johnson, 2009; Limbos and Casteel, 2009). Arguably, schools should be the safest place for children to learn freely in an environment that is free from violence. However, millions of school girls, women and children throughout the world experience fear every day that they go to school (Global Advocacy Team, 2012). According to Hoffman (2005), VAG/W is the most shameful and pervasive human rights violation. It knows no geographical boundaries, wealth and culture. According to Hoffman, as long as VAG/W continues, we cannot claim to be making real progress towards equality, development and peace. The argument according to Hoffman is that VAG/W infringes on the fabric of human rights. It demands attention from all stakeholders as it impacts negatively on the victims.

Many studies confirm that violence comes in various forms with wider impacts. For example, teachers, students, school management, parents and the school influence violence (Morrell, 2002; Bhana, 2005; Johnson, 2009; Linares et al., 2009; Bester & du Plessis, 2010). VAG/W is not limited to physical violence but also sexual and psychological violence (Terry & Hoare, 2007). These forms include battering, sexual abuse of female children in the school, dowry-related violence and violence related to exploitation and trafficking and forced prostitution (Egan, 2007). Interestingly, there are no definitive universal lists on forms of VAG/W as different contextual factors breed their own forms. However, according to a study done by Bisika et al. (2009) the following samples of everyday forms of VAG/W in schools were uncovered:

Beatings; punitive labour; food withholding; sexual assault and rape; forced marriage; parental neglect; verbal abuse; enforced isolation; social ostracisation; and denial of access to education; corporal punishments; beatings by both boys and teachers; verbal abuse by both boys and teachers; sexual assault and rape by both boys and teachers; inappropriate touching; and discriminatory classroom practices; lack of educational facilities; disengaged teaching staff; lack of support from teaching staff; the habitual preferential treatment of boys; girls being excluded from some activities; girls being forced to take subjects that they do not like; girls being forced to do chores at school, e.g. cleaning, digging latrines; girls being forced to do chores for teachers, e.g. being

sent to work in teachers' fields; girls being stripped of their clothes by teachers for arriving late at school; girls being sent home if they are late for school; girls having their property taken away; and girls being victimised by female teachers.

(Bisika et al., 2009, p.290) [Original emphasis].

Clearly, there are many forms of violence that can be categorised as physical, psychological and sexual, and each theme is addressed in more detail below.

2.2.1. Physical

Physical violence can be described as any act that cause physical detriment, injury, damage, impairment and harm on girls or women, as in the case of assault (Lakeman, 2005; Merry, 2006; Parrot & Cummins, 2006; Terry & Hoare, 2007). For example, bullying involves a lot of power abuse (Piotrowski & Hoot, 2008; New Zealand Education Review, 2012). In support, White (2007) stated that schools will surely experience and reflect the power relations as long as they are not operating in a social vacuum. There are many forms of physical violence, of which bullying and corporal punishment are two of the worst.

Bullying. Authors (Winslade & Williams, 2012; De Wet, 2007; Piotrowski and Hoot, 2008) have concluded that school bullying is one of the most common forms of VAG/W in schools. It involves verbal and physical anger directed towards girls who are the victims. For example, as noted at the beginning of the thesis, Winslade & Williams (2012) illustrate violence involving a female student:

In most of my classes I am in, I get hit in the head. On the way to most of my classes, kids kick me and mock me a lot, saying things like “legless” and other really mean things. In science, people take my stuff, like my pencil case. Sometimes they open it up and tip stuff on the floor or throw it out the window (p.123).

Winslade & Williams (2012) further specified bullying as ‘the intentional infliction of injury or discomfort and [which] includes threatening, teasing, taunting, and name calling, as well as physical assaults’ (p.122). This is further supported by the New Zealand Education Review (2012) which found bullying to be a national problem in most schools within New Zealand. According to that review, there is less comprehensiveness in reporting and responding to incidences of school bullying. The review found that New Zealand is also confronted with an

increase of school related violence and a decrease in formulating appropriate strategies, policies and action plans to address it. It further asserts that:

Schools need to acknowledge the impact of a diverse society and rapidly changing technology and respond appropriately. Having modern and comprehensive policies in place will give schools a better chance of reducing bullying (New Zealand Education Review, p.18).

Though bullying sees no barrier, mostly those girls are greatly affected who feel that they are not able to stand up for themselves. For example, Winslade and Williams (2012) stated that bullying of girls is often done by boys and girls acting together. Bullying by girls need not involve physical violence. Indeed, when practised by girls, there is often little overt physical violence but other, equally powerful, tactics are used. Winslade & Williams (2012) referred to such bullying acts or practices as “relational aggression” (p.122). It involves such acts as “repeated teasing, mocking, name-calling, put-downs, social exclusion and deliberate isolation from friends” (p.122).

However, bullying has immense impact on the victim’s physical, emotional, social and educational wellbeing (Smith, Cousins, & Stewart, 2005). This is further supported by Winslade & Williams (2012) who stated that bullying violates “a person’s right to peace and ordinary relationship with others” (p.122). In addition to bullying and relational aggression, corporal punishment also amounts to physical, emotional and psychological violence despite it being abolished in some parts of the world.

Corporal punishment. Corporal punishment is another form of violence in schools that requires further discussion. Several studies in most schools in Africa established that though corporal punishment was abolished, girls and females were the victims of corporal punishments imposed as a disciplinary measure by the school, teachers, student leaders and even the school management (Morrell, 2001; Humphreys 2008; Bisikaa et al., 2009). Corporal punishment is sometimes referred to as caning and is one of the most severe forms of physical VAG/W in schools (Harber 2002; Tafa 2002). However, studies (Tafa, 2002; Humphreys, 2008; De Wet, 2007; White, 2007) confirm that in order to improve student discipline in some African countries, like Lesotho and Botswana, corporal punishment is legal and permissible by law. According to Morrell (2001) and

Humphreys (2008), in such countries acts like corporal punishment discourage girls from continuing their schooling as they fear being further victimised.

Harber (2002) argues that there are situations of unequal power relations and many girls in schools are not given the liberty to develop themselves. In order to maintain discipline in the classroom and school, many teachers use punishment as a means of humiliation by hitting, piercing, striking, punishing, thrashing, bashing, slapping, bumping and caning, even in situations like poor academic performance by students (Harber, 2002; Halleli, 2004; Halleli & Clive, 2004). Sometimes fear of harsh punishment lead to non-attendance by students who are most vulnerable to violence and abuse. Apart from physical violence, sexual violence is another form of violence prevalent in schools.

2.2.2. Sexual violence

Interestingly, both Moore et al. (2008) and Bhana (2005) consider that much of the sexual related violence in schools is motivated by collective views on social constructions of masculinity and femininity. According to Artz (1999), females encounter greater rates of sexual abuse than males. In a study done by Artz, 96 (82%) females and 21 (18%) males reported being sexually abused.

Kewa (2008) reaffirmed that school girls in PNG encounter more sexual violence than their male counterparts. She accredited the cause to the fabric of parochial cultural practices that try to demean their human value and limit girls' rights to contemporary schooling. However, victims in PNG are not only school girls. Sadly all females do encounter some form of sexual violence in their lives (Hermkens, 2008; Kewa, 2008). For example, an interview by Hermkens (2008) with the mother of a sexual violence victim from PNG established the following:

My young daughter was working as a teacher in a remote area. On their way back their truck was looted and all the female teachers and students, including my daughter, were dragged out of the truck. The male teachers were trying to help them but there were too many *raskols* [*roving band of criminals*]. They pulled my daughter aside and she was repeatedly gang raped. When she told me I cried. At that time my husband came home and found us crying. He started hitting me, beating me, saying it was my fault that my daughter was crying. (Interview with Josephine: Madang province, 2005 cited in Hermkens, p.153).

Literature has fully captured sexual violence and its profound negative impacts on physical and mental health amongst students in schools (See, for example, Mirembe, 2001 Terry & Hoare, 2007; Moore et al., 2008; Hermkens, 2008; Alam, et al., 2010).

The United Nations Committee on the Elimination of Discrimination against Women found that, despite progress made by the PNG government in addressing sexual violence against girls and women, still much work was required (United Nations, 2000) :

The Committee is concerned that the State party has not yet met its national targets under Goal 2 (universal education) and Goal 3 (gender equality) of the Millennium Development Goals; it stresses that education is a key to the advancement of girls and women and that the low level of education of girls and women remain one of the most serious obstacles to their full enjoyment of their human rights. While noting that the State party has adopted a zero-tolerance approach in this respect, the Committee expresses its deep concern about the high level of sexual abuse and harassment against girls in schools, including by male teachers, as well as expulsion or rejection because of pregnancy (UN, 2000, p.9).

Humphreys (2008) consider that most of the perpetrators are teachers, male students and others who are known to be very close relatives of the victims. For example, studies undertaken in eight sub-Saharan African countries confirmed that, of all the sexual violence and abuse against girls in schools, most was done by teachers and male students (Humphreys, 2008). One of the facts about all forms of violence is that, to some degree, they all exert some elements of psychological damage on the victims.

2.2.3. Psychological violence or abuse

Miller (2008) and Turner (1973) emphasised that the consequences of such violence are severe and far-reaching and the costs high, affecting women at the individual level as well as affecting families, communities and nations. Unlike physical violence, psychological violence leaves no visible scars or bruises, making it harder to detect. Psychological violence carries health and economic costs that are often overlooked. It causes harm to physical, reproductive and mental health, and may lead to drug abuse or suicide.

Emotional pains. One of the vital aspects of violence to note is that the long-term emotional sufferings and impacts of violence can last as long as the victim is alive, even after the disclosure of the incident. For example, an interview by Modaly & Goddard (2006) with an 18-year-old girl and an 11-year-old girl revealed the following:

Well, I found a huge issue for me is that for a while it's all out in the open, you get endless amounts of support, everyone's there for you, but after a while, you know everyone kind of forgets, but you still carry the pain, it's not necessarily less. I really wish people were aware of that. (18-year-old female)

The first part was bad. Actually the whole day the feeling was bad but it was also good because I got it out and something was getting done about it. So that was why it was good and bad, but I was pretty sad actually. A lot of the times I am actually sad but I don't know why (11-year-old female) (Modaly & Goddard, 2006, p.91).

Crenshaw (1991) stated that at any point in their lives, women and girls can be subjected to forms of violence such as the threat of sexual assault, rape or incest. However, it is argued that the fear of sexual violence is not only a permanent strain on the self-esteem and confidence of women; it also negatively influences their mobility and access to resources, as well as their social, economic and political activities (Ali, 2006; Crenshaw, 1991). Furthermore, those inflicting sexual violence on women are as diverse as are the opportunities to abuse. The perpetrators can be family members, teachers, fellow students, those in positions of trust and power like teachers, pastors, or even strangers. Often women are confronted with interdependent and cumulative patterns of violence, when physical, economic and emotional forms of violence reinforce each other (Artz, 1999; Ohsako, 1997; Epp & Watkinson, 1997) as further explained in the next section.

2.3. Socio-economic and cultural dynamics on VAG/W

The socio-economic aspects of violence against girls and women promote enormous setbacks in their quest to seek equality in education. According to Galbraith (1998), there are numerous factors like poverty, hunger, lack of parental support, teen or early marriage, overcrowded classrooms and long walking distances to schools that may prevent girls from attending schools. Interestingly, Bhana (2005) argues that children are more exposed to violence due to poor social

and economic settings. This argument is supported by Leoschut (2008) and White (2007) who noted that the development of violent behaviours is closely related to family and home situations. For example, exposure to violence when the children are still young can adversely shape them to be violent and sway undesirable developments in their upbringing (White, 2007). He further noted that childhood developments and the contextualised settings and how they view violent acts are fundamental in a child's development. White's (2007) views are further supported by one of the female writers from Papua New Guinea:

Girls in PNG are discriminated from the earliest stages of life, through her childhood and into adulthood. The reasons include among others, harmful attitudes and practices, including violence against girls and women, sexual exploitation and abuse, discrimination against girls in food and resource allocation. And then there is gender - the learning of social roles - which is associated with being male or female. A PNG girl learns most of her gender roles at home (childhood years). She then goes to school and most of the current teaching materials, teacher attitudes and classroom interactions reinforce those gender inequalities. When a PNG girl child is growing up, she receives a variety of conflicting and confusing messages on gender roles from parents, village leaders, teachers, peers and even the media (Kewa, 2008, p.52).

This nurtures and negatively promotes intergenerational impacts on the possibilities of girls and women realising their educational rights equally with males. This is primarily because boys and girls learn and reproduce largely in accordance with the gender roles expected in their socio-cultural settings, especially their villages. Indeed, men who witness and experience violence as children are more likely to use violence against their own spouse or children. From an international development viewpoint, VAG/W threatens the achievement of MDGs, especially Goal 3 on promoting gender equality and empowering women (Terry & Hoare, 2007).

Literature reveals that VAG/W plays an immense role in preventing their accessibility to education (Bisika et al., 2009). Moreover, violence in schools has multiple effects on the girls' and women's chances of getting a fair education by preventing them from continuing to reach their full cycle of education. It can contribute to low motivation, irregular attendance, low learning achievements, high school dropouts and the development of future anti-social and criminal behaviour. It can also leave school girls vulnerable to trafficking for commercial

sexual exploitation and child labour. Violence against school girls can cause irreparable damage to the child's personality and thus prevent the child from realising her full potential (Lakeman, 2005).

Economic inequalities and VAG/W. Studies have shown that absence of economic independence lessens girls' and women's capability to act and escalates their defencelessness (Strachan et al., 2010; Egan, 2007). Furthermore, restrictions on women's control over economic resources can constitute a form of family violence. Negative effects of structural adjustments and globalisation, such as the widening gap between the rich and poor, contribute to increased trafficking and migration and, in many situations, lead to abuse and exploitation of girls and women. It was confirmed that throughout much of Melanesia (PNG, Solomon islands, Vanuatu and Fiji) and East Timor, girls/women often have no, or weak, rights to land or property and therefore minimal means of supporting themselves (Strachan et al., 2010; Egan, 2007). These women often confront an invidious choice: to stay in an abusive relationship or face a life of poverty and hardship. As Egan (2007) further states: "Matrilineal land ownership traditions in parts of [the] Solomon Islands and PNG may yield insights into whether such economic benefits lead to lower levels of violence against girls/women" (p.10). This leads to the notion that male dominance has ideological and material bases which positions VAG/W as both a means and a consequence of women's subordination. This female subordination is further explained below under patriarchy and cultural embeddedness.

2.3.1. Patriarchy and cultural embeddedness

Sepoe (2006) contended that although VAG/W is not entirely confined to culturally volatile societies, in the PNG context the existing cultural tenets reinforce male supremacy. Literature (Hughes & May, 1992; Morrell, 2002; Kewa, 2008; Pal et al., 2009; Strachan et al., 2010) provides evidence that the supremacy of males exists everywhere including homes, villages, societies, other organisations and schools which make violent masculinity a global fashion. This fact is supported by authors who argue that schools are not separated from cultural rules, traditions, customs and standards that enable and sustain a huge power vacuum between males and females (Mirembe 2001; Kilavanwa, 2004; Kewa, 2008; Bisikaa et al., 2009). In her book *Being A Women in Papua New Guinea: From Grass Skirts and Ashes To Education And Global Changes*, Kewa (2008)

confirms that violence and gender inequality in schools and most modern societies in PNG is deeply rooted in patrilineal/patriarchal societies' beliefs in which males are viewed and valued as more important than females who are left to the peripheries as mere objects. Kewa (2008) succinctly puts:

The women and girl child are faced with daily challenges to overcome too many plights. Our paths have been narrowed. Our choices limited. Our speeches and movements directed by the command of a society controlled and owned by men. Our dreams shattered. Our future is challenging with many fears and uncertainties ahead. The biggest challenge facing women in Papua New Guinea today and will remain for a long time yet to come is the act of "Violence Against Women" which constitutes of hostile physical and psychological acts, or threats that target women by reason of sex alone. Sadly it is mostly inflicted by a male who has a close and trusting relationship with the woman - it is the husband, boyfriend, father, brother or uncle, or the leader or male teacher (Kewa, 2008, pp.20-21).

This is further supported by Kilavanwa (2004) that:

PNG society is layered and highly gendered. Gender inequality stems from the gendered nature of the economic and political structures and processes. This means that public policies, terms and conditions, trade unions, political parties, corporate structures at all levels of society are masculinist (p. 16).

Similarly many countries around the world have patriarchal societies where male dominance is widespread. Interestingly, this patrilineal social order is further spread and practised in the modern schools (Kilvanwa, 2004; Egan, 2007; Akao, 2008; Hermkens, 2008; Warsal, 2009).

Culture and VAG/W. Culture is used to justify VAG/W through claims that such practices are part of culture, but the argument is that culture is not static or homogenous; it evolves and can change (United Nations, 2007). The UN report, *Violence Against Women: Harmful traditional and cultural practices in the Asian and Pacific region* found that when males feel that their authority is somehow threatened, they resort to violence (United Nations, 2007). It further established that male dominance has ideological and material bases and stated that "men use violence when male authority is threatened" and "use as a mechanism of control over women" (United Nations, 2007, p.12). Authors have reasoned that VAG/W

is deeply rooted in social structures like cultures and traditions. For example, research findings by Strachan, Akao, Kilavanwa, & Warsal (2010) concluded that in PNG, VAG/W is often justified as part of cultural and Christian beliefs. According to those beliefs, men were viewed as leaders and women as homemakers and the property of man (as cited in Kilavanwa, 2004). This is further supported by Merry (2006) who is very vocal in arguing against these Christian and traditional cultural beliefs. According to Merry (2006), all states are urged “to condemn violence against women and not to invoke any custom, tradition, or religious consideration to avoid their obligations towards its elimination” (p.76).

Other scholars have also reaffirmed the notion that culture primarily nurtures and critically influences the birth of violent behaviour. According to Kilavanwa (2004) and Strachan et al. (2010), PNG has diverse cultures with 800-plus languages making it one of the most highly cultured nations in the world. This would imply that there are numerous reasons why violence exists in the different cultural contexts, demanding varying efforts to address it appropriately. One way of doing that is through research on policy interventions to make informed decisions by relevant stakeholders, as explained below.

2.4. Research in addressing VAG/W

In order for PNG to increase females’ participation in education and achieve its goals on UBE, targeted, research-based evidence is the way forward for the development and implementation of enabling policies and plans (Kukari, 2011). By careful and effective use of policy and practices formulated from research-based evidence, policy-makers and planners would easily identify problems like violence and realise their causes, develop effective policy responses, improve policy implementation, and monitor strategies and performances (Court, Mendizabal, Osborne, Young, & Jones, 2006; Kukari, 2011). For example, a leading think-tank in PNG, the National Research Institute (NRI), strongly believes that the government’s willingness to depend on research-based educational policies and legislations will guide and drive education services and development initiatives to reach educational outcomes and goals appropriately (Kukari, 2011; Avalos, 1993). These authors ascertained that policy formulation and implementation without research is like a blind person walking an unknown path. According to Ali (2006): “Government and NGOs need to develop policies

and strategies to address [the] vulnerability of girl children” (p.20). He recommended that one way of doing this is by giving more attention to research and evidence-based policy formulations (Ali, 2006). This is further supported by Kukari (2011) that policies without the support and backing of research are mere policy blunder. Kukari (2011) argues that:

A critical gap that exists and continues to undermine efforts toward providing universal access to education in PNG is the political and bureaucratic indifference to the significant role that research-based evidence plays in the development and implementation of effective development policies and plans. This apparent lack of interest together with lack of prioritization, integration, and funding of research, monitoring and evaluation strategies in development policy and planning has contributed directly to poor policy choices, poor planning, and poor decision-making at all levels of government and society (2011, p.8).

2.4.1. Policy on violence and girls' education

According to literature (Reilly, 2008; Bazan, 2009; Kewa, 2008; Singh & Prasad, 2008) VAG/W is endemic. It requires the attention of every able person to address it at all levels. One way of doing that is by drafting and formulating appropriate policies and efficiently implementing them (Morti & Cuklanz, 2009; Abby, 2002; Bradley & Kesno, 2001). Hence, the government's involvement in addressing VAG/W in PNG is crucial as some of the reports (Ali, 2006; Osler, 2006; Egan, 2007; Hermkens, 2008; Bazan, 2009; UN, 2010; Global Advocacy Team, 2012; IRIN PNG, 2012) are too reprehensible to be ignored. The latest report, *PAPUA NEW GUINEA: Sexual Violence forcing girls out of school* by IRIN (2012) confirms that the government of PNG is faced with a colossal task of aligning itself with the international demands to fight against chronic school violence, one of the bases for many girls dropping out of schools. The quote below is part of the report;

Port Moresby, 6 April 2012 (IRIN)-‘In the Pacific Nation of Papua New Guinea (PNG) ...violence against young girls, and the shame and stigma that follows, is forcing many out of schools and others into early marriage. Young girls are already disadvantaged when it comes to education, and the threat of rape and sexual abuse aggravates these inequalities. As it is, parents generally hesitate to send their daughters to school because they will just get married and have babies. Boys will carry on the family name and continue to work,’ Wainetti said. (IRIN, 2012.p.1.).

The existence and provision of such a report and data on VAG/W in PNG warrants the government to address this negative phenomenon (National Department of Education (NDOE) Report, 2002). According to Ali (2006) and Cohen (2006), positive contributions by framing and formulating relevant policies on VAG/W in line with international treaties and conventions will help realise Education For All Goals (EFAGs) and reach favourable outcomes. Through such ratifications like the EFAGs, the Government of PNG has made a commitment towards the attainment of these goals within the agreed time frames (Department of Education, 2002). These policies and conventions promote the equal participation of females in education, especially school-age girls to attend schools in a milieu that is free from violence and discrimination (Modaly & Goddard, 2006). In order to help achieve these internationally agreed goals, the government of PNG has formulated relevant frameworks including the Medium Term Development Strategy (MTDS) 2005-2010, the National Education Plan 2005-2014, the Universal Basic Education Plan 2010-2019 and, more recently, the Vision 2050 (GoPNG, 2010). These frameworks have been developed to fast track UBE in its progress.

Despite the existence of such policy frameworks and guidelines, however, in most schools there are significant imbalances in female enrolments. For example, according to one report, the dropout rate of girls accounts for 75% of out-of-school children (Global Monitoring Report, 2006). It was also reported that girls seem to drop out of school before even completing the full school cycle due largely to factors like violence (Global Monitoring Report, 2006). This research project suggests that violence is an impediment to girls' rights and access to education, thus distorting all attempts to realise the goals and conventions as declared. Therefore, there is a critical need for these internationally agreed conventions to be aligned to national and school-based policies and rules to address anti-social issues like violence and specifically target the elevation of girls' education in PNG.

2.4.2. National educational policies to school-based policies and rules

According to Galbraith (1998), policy directions are reflected in the schools through formulation and implementation of relevant school policies and rules that deal with specific educational issues. For instance, various leaders manage violence in their schools through adoption, formulation and implementation of

policies and rules that are in consistent with the government's bigger policies like the UBE policy (Cohen, 2006; National Department of Education (NDoE, 2009) and the gender equity in education policy (National Department of Education (NDoE, 2002). Also an effective management of VAG/W in schools through the formulation and implementation of sub-policies in schools contributes immensely towards the attainment of the government's agreed conventions and targeted outcomes (National Executive Council, 2009). According to Strachan (1997) it is important to formulate strategies and policies that seek to accomplish equitable education system for girls as these strategies have the potential of improving educational outcomes. Ali (2006) further argues that it is the sole duty of all stakeholders of education to develop suitable and relevant policies and strategies that will set out to embrace and cherish peaceful environments in which females can pursue education. Others have concluded that these policies help narrow the gender disparity in education and have challenged violence as a lethal ingredient to suppress girls' rights to education (Osler, 2006; Ali, 2006).

Legal and policy contexts on girls' rights to education. The legal and policy contexts provide the means for enabling children to have access to, and participate in, education. They ensure that children's rights to education are promoted and protected by governments at all levels, communities, and parents and citizens. For example, in the global context, the most significant policies and frameworks to guide global development are the Universal Declaration of Human Rights (1948), the United Nations Convention on the Rights of the Child (1989), and the Millennium Development Goals (MDGs), and the Educational For All Goals (EFAG) (2000). These frameworks empower girls and women by insisting on their rights and dignity to be valued and protected from abuse and violence.

In PNG, children's rights to education are embedded in the Five National Goals and Directive Principles, found in the preamble of the National Constitution. Specifically Goals One and Two empower the enjoyment and equal participation of girls and females in education without any form of harm, violence and danger (Independent State of PNG Constitution, 1975). For example, Goal One emphasises 'Integral Human Development'. According to this goal: "We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that

each man or woman will have the opportunity to develop as a whole person in relationship with others” (Independent State of PNG Constitution, 1975, p.1). In addition, Goal Two states: “We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country” (Independent State of PNG Constitution, 1975, p.2). It is an undisputable fact that girls’ and women’s rights to education is enshrined in the heart of the constitution.

2.4.3. Constitutional underpinning of girls’ education

Thus, it is apparent that at the core of the national constitution, girls’ education is given prominence just like boys’ or males’. Despite this fact, violence is a mechanism deeply rooted in PNG’s cultural, socio-economic and religious settings that define and limit girls’ chances of accessing education (Hermkens, 2008; Kewa, 2008). Therefore, the constitution empowers and gives them the legal basis of their rights to access and participate in educational opportunities without fear or favour. Thus, this study maintains that violence against school girls is a tool employed by the perpetrators to demean and nullify females’ rights as enshrined in the constitution. So it is likely that the constitution’s empowerment of girls and women is sometimes not enough. PNG needs tougher girls’ rights-based laws to particularly give girls the right and dignity equal with males.

Therefore, the introduction of a stronger, rights-based legislation now enables all children to demand the right to protection from statutory authorities. However, for example, in New Zealand, a study by University of Otago Medical School (UOMS) and Australian Catholic University (ACU) has confirmed that the violence related policies like anti-bullying policies are rarely effective in protecting children at school. It found that “the current policies do not usually include bullying on the grounds of homophobia, femaleness, religion or disability” (New Zealand Education Review, 2012, p.19). However, Bazan (2009) argues that:

Despite universal declarations and public statements emphasising how critical it is to stop violence against children, only a fraction of countries have national laws able to prevent school violence from occurring or to prosecute perpetrators of violence. Following a legal audit published by Plan and ODI in 2008, ‘Learn Without Fear’

campaigners decided that improving laws was a critical step in preventing violence in schools (Bazan, 2009.p.6)

Interestingly, the PNG Government passed the *Lukautim Pikinini Act* in 2009 (Post-Courier, Wednesday 29th June, 2011). The objective of this Act is to protect and promote the right and wellbeing of all children regardless of their gender, race, ethnicity, tribal affiliations, religion, or province of origin, from all forms of violence, abuse, neglect, exploitation and discrimination both at school and home. The Act's clear focus is centred on services for prevention and family strengthening. The Act is based on the principles and provisions of the UN Convention on the Rights of the Child (UN CRC, 1989), placing the best interests of the child as the paramount consideration and requiring that protective interventions prioritise community-based mechanisms over institutional alternatives (Post-Courier, Wednesday 29th June, 2011). As presented, the constitution and other legal and policy frameworks provide the basis for girls and females to pursue education in an equal playing field where issues of racism, gender inequality and disparity are addressed. This notion is featured in the mission of the PNG Government's National Education Plan as to facilitate and promote the integral development of every individual (Department of Education, 2004). The Vision 2050 has also taken on board the need for promoting girls' participation in education. For example, PNG Vision 2050 reads in part:

The National Goals and Directive Principles (NGDP #2), the United Nation's Millennium Development Goals (MDG #3), and PNG's Medium Term Development Strategies, 2005-2010 identify gender as a critical focus area to be proactively addressed at all levels of government, administration, business, and communities, including civil society organizations. There is a huge imbalance and inequity in our society, mostly in favour of the male gender, which marginalises the equitable participation of females in all walks of life. In addition, there are strong cultural beliefs and value systems that require major education and empowerment interventions to imbue young people with a more liberal approach, in order to sensitise them (PNG Government, 2008, p.53).

The PNG government's recognition of the need for girls and females to participate equally in all forms of development has been translated into relevant government policies. Some of these policies and development frameworks have been discussed above. However, such approaches could be better understood with a

blend of feminists ideas that give prominence to female equality with males in all spheres of life.

2.5. Feminism and VAG/W

Feminism is a multi-disciplinary approach to sex and gender equality understood through social theories and political activism (Hannam, 2007; Watkins, 2000; Hudson, 1968; Gatens, 1991; Kelly, 1984). Humm (1989) contended that the most fundamental objective of feminism is to “understand women’s oppression in terms of race, gender, class and sexual preference and how to change it” (p.x.). According to Bryson (2003) the term feminist was first used in English during the 1880s in support of women’s equal legal and political rights with men. Although there were vital achievements and changes made due to feminism theorist movements and women’s liberation in the US, significant and enormous challenges still face women’s liberation to be equal with men in many areas (Jaggar & Rothenberg, 1993). For example, Jaggar & Rothenberg (1993) stated that “restrictions to women’s rights to abortion, the ever-increasing number of women living in poverty, the persistent and shocking absence of women on parliament, congress and other policy-making bodies and the escalating violence against women show that things have not changed very much for most women” (p.xi).

In light of the current study on assessing girls’ and women’s experiences of violence in the two schools, feminism reveals the importance of women’s individual and shared experiences and their struggles. It analyses how sexual difference is constructed within any intellectual and social world and builds accounts of experiences from these differences (Mann, 2012). For example, Hannam (2007) defines feminism as “the demand for women’s rights or the quest for female autonomy” (p.3). Historically, feminism developed from serious consideration of inequality between the sexes, and pursued opportunities and fostered supports for a more balanced playing field for both sexes in all spheres of life (Hannam, 2007). The core of early feminists’ work focused on the place of women in society and generally their work constituted a plea for equality in social, political and economic facets of life for men and women (Fuchs, 1988; Hannam, 2007; Wolgast, 1980; Watkins, 2000). Their work has laid the foundation for modern feminism.

According to Hannam (2007), some define feminism as “the demand for women’s rights or quest for female autonomy, whereas for others it is the emphasis on the common bonds uniting women in a critique of male supremacy” (p.3). Hannam (2007) further identified the defining characteristics of feminism in the following manner:

1. A recognition of an imbalance of power between the sexes, with women in a subordinate role to men.
2. A belief that women’s condition is socially constructed and therefore can be changed.
3. An emphasis on female autonomy (p. 4).

The importance of feminism in denouncing violence and promoting equal educational opportunities for girls and women is one of this study’s fundamental intentions.

2.5.1. Feminism’s position on girls’ education and violence

Feminism and education of women and girls are intimately linked. Therefore developments relating to girls’ education and oppression of women have greatly benefited from feminist movements. For example, the early feminist and British writer, philosopher and advocate of women’s rights, Mary Wollstonecraft (1759-97) saw the importance of equality for women and girls (Elizabeth, 2011). According to Elizabeth (2011), Wollstonecraft is best known for her arguments that women are not naturally inferior to men, but appear to be only because they lack education. Despite profound positive changes in the lives of girls and boys, women and men from the political system of imperialist, white supremacist and capitalist patriarchy (Watkins, 2000), violence against females is an increasing trend. For example, Watkins (2000) further asserts:

We are witnessing powerful losses in the arena of reproductive rights. Violence against females is escalating. The work of force is daily re-instating gender biases. Harsh critics of feminism blame family violence on the movement, urging women and men to turn their backs on feminist thinking and return to sexist-defined gender roles. Patriarchal mass media either trashes feminism or tells the public it is an unnecessary, dead movement (p.xiv).

Therefore the feminist argument that patriarchy and family are bases for the oppression of females in all domains of life is further discussed below.

Feminists' arguments on family and cultural practices. Patriarchal ideologies and the oppression of women and girls including violence are deeply embedded in some of the basic social structures like the family unit (Kelly, 1984). “On the basis of these critiques of family, feminists have advocated both personal rejection of [the] nuclear family household, with the establishment of alternative living arrangements, and policies enabling women to escape that household” (Kelly, 1984,p.105). Furthermore, the family unit is greatly shaped and influenced by routine customs, traditions and cultures that define, limit and dictate to each member of the family. Since the beginning of the women’s movement, feminists have concluded that the family is the source of women’s and females’ oppression (Curthoys, 1988; Hamilton, 1978; Salma, 2007; Watkins, 2000; Kelly, 1984).

Literature further indicates that cultural and traditional obligations and settings greatly influence and enhance the elevation of men and demise of women and girls in a family unit. The term family originated from the Romans who used it to denote a social unit in which the “head of which ruled over wife, children, and slaves. Under Roman law he was invested with rights of life and death over them all; *famulus* means domestic slave, and *familia* is the total number of slaves belonging to one man” (Firestone, 1971, p.84). However, in countries like PNG, aspects of cultural elements do have enormous influence on the way women and girls are viewed in their society, village and family. In her analysis, Curthoys (1988) stated that all power to control and subordinate women derives from the greater power base concentrated “in the sum total of the cultural, social, economic, and political traditions of that society” (p.9).

According to Celestine (2007), most impediments to reach full equality in education is disadvantaged by a whole set of mutually-dependent ideas and traditions that define and limit the female’s education. Therefore, seeing through the lense of feminism, it is ascertained that culture greatly impacts on the level of violence experienced by women and girls in countries like PNG. In the family unit in PNG, boys and males in the family are given more prominence and viewed as more important than females (Hermkens, 2008; Ione, 2012; Bacalzo, 2012). According to Strachan (2010) and Sepoe (2006), family and cultural embeddedness greatly influence VAG/W in PNG. According to Kewa (2008), violence against women is a valid way for men to have control and assert

authority over partners who the men perceive as insubordinate, argumentative and lazy in looking after pigs and children.

Contemporary feminism has been deeply critical of the family, by which it means the nuclear family household and held that the “oppression of women” has been held to be based on “women’s confinement to, dependence on, and control by men within that family” (Curthoys, 1988, p.104). She further stated that, “Patriarchy’s chief institution is the family. The family has been seen as the basis for wider forms of women’s oppression” (Curthoys, 1988.p.105).

Moreover, a study by Ali (2006) for the United Nations Division for the Advancement of Women (DAW) in collaboration with UNICEF found the following:

The popular image of the Pacific region is of a peaceful paradise. However, in reality the Pacific is not idyllic for the girl child, who is often subjected to various forms of violence, ranging from violent punishment at home and school, to domestic violence and sexual abuse and exploitation. She is often raised to think of herself as a second class citizen and is subject to discriminatory social practices (p.3).

Therefore, in such countries as PNG where the patriarchal family is more common, feminists contend that the family unit nurtures an atmosphere and environment conducive to violence. The male child growing up in such a family environment is psychologically, sexually, physically and socially indoctrinated to believe in this status quo, that it is natural for women and girls to be subordinates of males. This has influenced males’ greater hostility towards girls and women than towards their own male counterparts in the family, society and the nation.

2.6. Leadership intervention on VAG/W

VAG/W in schools is one of the most pressing educational as well as developmental issues facing all educational leaders globally (Hoffman, 2005), making violence management a vital approach towards human development (Miller, 2008; Ohsako, 1997; Goldstein & Conoley, 1997). As Ohsako puts it:

Violence at school is costly not only in financial terms, but also in terms of the long-term damages it inflicts on the individual’s healthy personality growth and development, the loss of his and her quality of life, its interference with the

individual's learning of pro-social behaviours, and, above all, [its] impacts on the vital task of developing human resources for national development (1997. p.7).

The need for leadership intervention to address VAG/W is crucial and has been captured by various authors (see for example, Kewa, 2008; Ali, 2006; Bazan, 2009; Bisikaa et al., 2009; IRIN, 2012; Ione, 2012; Hermkens, 2008; Bester & du Plessis, 2010; Miller, 2008; Goldstein & Conoley, 1997; Winslade & Williams, 2012; Ohsako, 1997). Others have further supported the call for greater leadership efforts from school leaders in tackling VAG/W in all stages of schooling (Langley & Jacobs, 2006; Ohsako, 1997; Artz, 1999). This leaves school leaders the enormous task of addressing VAG/W appropriately and in a responsible manner (Miller, 2008; Goldstein & Conoley, 1997).

2.6.1. Leadership strategies for addressing VAG/W

The role of school leaders in addressing VAG/W is very crucial in most schools. Langley & Jacobs (2006) defined a leader as any person who makes any decision in any situation in which the decision affects others in either good or bad ways. In the context of this study, school leaders refer to anyone in the school who assumes any leadership roles, from members of the boards of management or governors to principals, deputy principals, teachers and student leaders like class captains, all of whose decisions affect another person in the school (Langley & Jacobs, 2006). In the work by Turner (1973), it was established that every leader and stakeholder in a school was required to give their unwavering support to tackling violence by instilling discipline on their students at early age. For instance, as Turner (1973) writes: "It is probable that most teachers and parents regard punishing children as [a] necessary if regrettable part of the process of bringing them up to be social beings" (p.33). He further established the importance of early discipline by school leaders as a measure to stop violent behaviour especially in the absence of direct supervision (Turner, 1973).

Both Langley and Jacobs (2006) maintained that as school leaders, the superintendents, principals, classroom teachers and student leaders as peer-mentors must engage in extra risk-taking steps to lead their group effectively. "No matter in which category of leadership we find ourselves, the goals we set should always be aimed at being a successful leader" (Langley & Jacobs, 2006, p.3) by

being champions of tackling violent behaviours in school. This requires the collective efforts of everyone who plays certain leadership roles in the schools to address day-to-day issues like violence in a more consistent manner.

Several authors have therefore argued that violence is an issue that demands every school leader's attention as it has the potential of ruining the physical, emotional and social well-being of a person (Miller, 2008; Ohsako, 1997; Goldstein & Conoley, 1997). For example, Ohsako (1997) further stated that: "Violence cannot be overcome by avoiding it, or simply condemning it as immoral: it can only be coped with by managing the problem" (p.7). However, Maguire's (1987) study showed that one importance of managing VAG/W is based on the school leaders' agreement on "a belief that women universally face some form of oppression and exploitation, a commitment to uncover and understand what causes and sustains oppression, in all its forms, and a commitment to work individually and collectively in everyday life to end all forms of oppression" (Maguire, 1987, p. 79). This makes school leaders important agents in addressing students' violence and other behaviour issues. The need for school leaders to become effective managers in tackling VAG/W in schools requires devising appropriate and workable strategies that would create safer schools for female students as noted in the work by Miller (2008).

Therefore, strategies and approaches for addressing VAG/W need further discussion. Klein (1985) has identified various school leadership strategies for reducing VAG/W and achieving sex equity in education. For example, "they range from formulating new educational policy to the formulation of active community pressure groups, from training teachers in methods changing sex-stereotyped attitudes and behaviours to rewriting curriculum materials, from providing technical assistance to providing information on how to sue" (Klein, 1985, p.91). However, Smyth (1991) argued that despite the above strategies, he fully supported any approach that a classroom teacher views as viable based on the fact that the classroom teacher is the one who spends most of his or her time with the students and knows very well the strengths and weaknesses of his or her students. He further went against the concept of the top-down hierarchical approach of leadership where the principal controls and dominates from the top. In his book titled *Teachers as Collaborative Learners*, Smyth (1991) has

emphasised the need for valuing and supporting teacher leadership to achieve outcomes in the schools. For example, part of his argument is that:

Schools are not tidy rational organizations, and that change as a consequence is an ad hoc piecemeal process. Because of the unique culture of schools, there are severe impediments to the way teachers respond to supposedly rational change processes orchestrated from outside (hierarchical). Teachers' own interpretations and theories about what works best in classrooms *can* and *should* constitute the basis of change strategies in schools. Teachers themselves have capacities to engage in practical reflection through the development of collaborative alliances that not only enrich their sense of what is feasible and possible, but transform as well their understanding of those realities (p.83).

In the work of Southworth (2004), it was established that to manage violence and other student discipline issues more effectively requires teachers' full knowledge of the facts surrounding his/her students. Others (Marshall & Oliva, 2010) have also emphasised the importance of understanding the students' socio-economic and cultural backgrounds, race, gender, sexual orientations, disability and other differences and how such factors affect the schooling process for everyone within the school. Based on such facts, Marshall & Oliva (2010) concluded that teachers play a central role in addressing VAG/W and their significance cannot be underestimated by top level school leaders.

It was further established (Marshall & Oliva, 2010) that when the teachers fully understood their students' contexts, it gives them a purpose for acting in such ways to correct behaviour problems like violence. Marshall & Oliva (2010) are further supported by Schmoker (1996) that, "Schools improve when purpose and effort unite" (p.7). Therefore Rogers (2002) emphasised that teachers constitute the most valuable asset of the school leadership panel in instilling discipline among students. For example, according to Bell, Thacker and Schargel (2011) teacher leadership starts with the continual provision of opportunities for an effective dialogue by delivering consistent reminders and soliciting ideas from all staff in addressing student issues such as violence. It was further established that apart from the principal, head teacher and student leaders, teachers are the very focal and key point of contact for consistent leadership in everyday activities of the students in the school (Southworth, 2004; Rogers, 2002).

Rogers' (2002) book on *Teacher Leadership and Behaviour Management* explored the notion that giving more prominence and emphasis to teacher leadership significantly impacts on the effectiveness and humanity of discipline and management. As Rogers (2002) alluded: "At some stage teachers need to reflect on the values and aims of behaviour management and discipline issues such as verbal or physical aggression, bullying or substance abuse" (p. 5). Rogers (2002) further established that any "discipline language" depends on factors such as "what the teacher has established with the class group in terms of shared rights and responsibilities, core routines and rules for the fair, smooth running of the classroom; the teacher's characteristic tone and manner when they discipline and the kind of relationship the teacher has built with the class group and its individuals" (p.6). However, as a teacher-leader, Rogers further argued that "using teacher's power to control the situation and shape the discipline language, the context and the choices is never easy" (p.14). Therefore, given the challenges facing teachers as leaders in effectively addressing VAG/W in schools, the outcomes have multiple positive impacts that go beyond the boundaries of the classroom arena.

2.6.2. Conceptual underpinnings of School Leadership

How each school leader manages and administers his or her school has been categorised into various leadership concepts and styles in literature (Balch & Browler, 2005; Allix, 2000; Lynch, 2012; Bass, 1997). In his book *Effective School Leadership Theories*, Lynch (2012) has explained various school leadership concepts and theories in detail. His aim was "to present an array of educational leadership styles and methods in a succinct and practical manner in order to give the potential school leader a solid basis in theory and practical application" (p. x). Apart from the ones presented by Lynch's book, there are more educational leadership concepts, styles and theories including: transformational, transactional, teacher, instructional, distributed, ethical, emotional, entrepreneurial, strategic, sustainable, invitational and constructivist leadership styles and theories (Lynch, 2012). This study will further draw on the tenets of transformational leadership theory because unlike the other leadership concepts, transformational leadership style is more group centred, whereby the leader focuses on the needs and interests of the individuals in the group.

2.6.3. Transformational leadership style

Transformational leadership theory is a concept formulated by James MacGregor Burns in 1978 and later by Bernard Bass in 1978 from its original theoretical concept into the formal ideology that it is today. According to Lynch (2012), transformational leadership style promotes the “acceptance of the purposes and mission of the group, and stir employees and members to look beyond their own self-interest for the good of the group” (p.2). Lynch stated that in transformational leadership theory, “the leader must maintain an open-door policy and avoid bureaucracy” (Lynch, 2012, p.2). According to Thompson (1995), transformational leadership focuses on serving his or her followers in order to achieve collective goals. Furthermore, Butler and Chinowsky (2006) defined transformational leadership as “one who arouses awareness and interest in the group or organization, increases the confidence of individuals or members, and attempts to move the concerns of subordinates to achievement and growth rather than existence”(p.121).

Transformational leadership and education. In relation to education, transformational leadership approach places relationships at the centre of educational leadership by encouraging leaders to develop strategies that encourage each individual to harmoniously commit to the purpose of schooling (Lynch, 2012). For example, in transformational leadership style, school leaders must have the charisma to influence other members of the school by intelligently creating strong, sustainable and participatory structures that give attention to each individual in the school (Lynch, 2012).

In light of the current study on VAG/W in PNG schools, a transformational leadership approach is needed to transform the trend of violence into a free and safe learning environment where both sexes learn freely in a school that is free from oppression and intimidation (see Bhana, 2005; Johnson, 2009; Linares et al., 2009; Bester and du Plessis, 2010; Terry & Hoare, 2007; Egan, 2007). Therefore, a transformational leadership approach is the prerequisite for the success of both individuals in the group and the group itself. For example, Butler and Chinowsky (2006) defined transformational leaders as “those that are inspirational to those they lead” (p.43). Backhouse (et al., 2006) drawing on his research findings asserts that: “Transformational leaders seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice,

equality, peace and humanitarian and not to baser emotions such as fear, greed, jealousy or hatred and violence” (p.2).

Freedom and liberty are everyone’s right and all leaders in the school must pursue what is collectively legal for everyone. One of the tenets of transformational leadership theory is the leaders strive to lead, and take risks for the collective good so that any tragedy, harm and setbacks ahead can be cleared off for the benefit of the followers (Yukl, 2002). According to the transformational theory, transformational school leaders explain the objectives and show ways to reach them in a more bold and confident manner (Yukl, 2002).

However, despite its universal characteristics, according to Gunter (2001) transformational leadership has “its origins in non-educational settings and is concerned about building a united common interest” (p.5). Irrespective of Gunter’s (2001) view, how significant is the transformational leadership approach to most contemporary schools? How do school leaders employ a transformational leadership approach to help them make sound decisions in schools? It would be quite significant to provide answers and justify that transformational leadership is very common and widespread in most educational settings too. According to Balch and Brower (2005):

The challenges facing school leaders in a new millennium of decision making will require a well-articulated pedagogy - a transformational approach that allows for difficult decisions to be made. Many contemporary leaders already embrace a successful paradigm of thought - a transforming focus from what is good to the individual leaders to one that reflects what is best for the common good (p.3).

According to Balch and Brower (2005) transformational decision making offers a sound and fundamental framework of schooling for all school leaders to effectively meet the challenges of contemporary thinking, acting, and decision making for the collective benefit of all its members. In the context of this study, VAG/W is an issue that is at the cutting edge (Egan, 2007). The study was based on the belief that girls and women cannot be denied, by any school leaders, their rights to safety and freedom in pursuing education. However, not all school leaders make decisions that are transformational in nature, or make decisions that would trigger a collective benefit including girls and women as part of the group (in this case the schools). For example, Balch and Brower (2005) further assert that, “most school leaders make great decisions some of the time, but few leaders

make great decisions all of the time” (p.7). However, in transformational leadership theory, leadership will not work if it is not linked to common good. In particular, transformational leadership style embraces a mutually supportive relationship of moral and motivational engagement between leaders and followers. Therefore, transformational leadership theory is viewed as one of the most effective leadership theories widely used and applied in most areas including social, educational, political and even cultural settings and organisations (Avolio, 1999; Backhouse et al., 2006; Yukl, 2002; Bass, 1997).

One of the tenets of transformational leadership is the value or creeds of collective or common interests. For example, Gardiner (2006) contended that, “the metaphor of transformational leadership moves governance into a more collaborative reality” (p.71). According to Allix (2000), “transformational leadership has an enduring relationship which is grounded in the fundamental wants, needs, aspirations and values of all followers” (p.9). Drawing on the tenets of transformational theory for this case study, the goal of gender equality, fairness and liberty of girls and women and their rights to education cuts through global, national, provincial, ethnic and tribal boundaries (Bisika, et al., 2009; Global Monitoring Report, 2006). It is a pursuit that all women and girls in PNG are struggling to achieve on an equitable footing with men (see Mirembe, 2001; Kilavanwa, 2004; Kewa, 2008; Bisikaa et al., 2009; Sepoe, 2006). Such issues place transformational leadership theory at the focus of this social inequality that is collectively challenged by everyone. Therefore, Allix (2000) was supportive of a leadership approach that is central to everyone’s wellbeing irrespective of gender, race, cultural traits and nationality. Allix further observed that if leadership is not linked to the collective purpose of everyone, it is not transformational (Allix (2000). Hence, applying the tenets of transformational leadership into the context of the current study on VAG/W requires school leaders who have the heart for every student, both male and female, to tackle this ill phenomenon through comprehensive approaches (Lynch, 2012).

2.7. Summary of the chapter

This chapter discussed the literature that informs this study on the topic ‘*How School Leaders Address Violence Against Girls/Women In Schools And Its Significance For The Implementation Of Universal Basic Education Policy In Papua New Guinea*’. The goal of UBE as agreed to in the formulation of the EFA

Goals in 1990 and later the development of the MDGs by the UN in 2000 is for all countries that ratified this goal, especially Goal 2, to achieve universal primary and secondary education by 2015. However, it was seen that addressing violence and gender issues exerts significant impact on the ultimate progress and outcome on the goal of UBE as targeted. In practical terms, PNG is not free from violence and its related issues of gender inequality. The literature that informs our understanding of the PNG situation includes definitions of violence, various forms of violence, socio-economic aspects of violated girls and women and the causes, the legal and policy issues, violence seen through the lenses of feminism and the relevant role of leadership in addressing violence and other behaviour issues. Finally, the issue on VAG/W requires transformational leaders, who have the heart for every student, both male and female, to tackle this ill phenomenon through comprehensive approaches for the collective good of everyone.

CHAPTER THREE

RESEARCH METHODOLOGY AND THEORETICAL FRAMEWORK

3.0. Overview of the Chapter

This chapter discusses the methodological and theoretical underpinnings that guided the research for the topic under study. The aim of the study was to find out how leaders of the researched schools address VAG/W in their schools. In order to guide the study in a coherent manner, the following core research questions directed the study:

- How aware are school leaders of policy interventions regarding VAG/W in PNG and its impacts on UBE?
- What are their views about how various forms of violence can be minimised?
- Does the position in the school appear to affect their awareness and their views?
- What are some proactive initiatives to address issues associated with VAG/W to improve their enrolment and retention rates in school?

There are four major sections to this chapter. The first section introduces the interpretivist/naturalistic research paradigm and the qualitative research methods used in this study. This section discusses that in light of the research problem, topic and the four research questions above, the interpretive/naturalistic research paradigm was deemed the most appropriate lens through which the study would be viewed and conducted by using the qualitative method. The second section presents the theoretical aspect of the study, particularly the feminist theory. This theory framed the research methods that were employed to undertake the study. The third section discusses the methods that were utilised for undertaking the study. It goes further to explain the participants, the data collection tools employed and the analysis of the subsequent data generated.

3.1. Interpretivist/naturalistic research paradigm

The application of an interpretive/naturalistic paradigm fitted well and was seen as the most suitable approach to investigate the social phenomenon under investigation. The motive of the study was to investigate violence against school girls and how leaders in the researched schools devised appropriate strategies to tackle it in their contextualised natural settings. In this case the school environment became the setting for the research problem under investigation (Creswell, 2005; Simmons, 1995; Aksamit, Ryan & Hall, 1990). When people interact there are associated problems that arise naturally as a result of their interactions in their social contextual settings and the interpretivist approach was taken as a lens through which the social phenomenon on VAG/W was investigated (Cohen, Manion & Morrison, 2007). Interpretivist approaches rely on naturalistic methods such as interviewing, observation and analysis of existing texts. The study involved people as social beings with rich social phenomena problems that arose naturally in their contextual settings that required inquiry to highlight causes, effects and recommend possible remedies for desirable collective outcomes. This study also established how they have positioned themselves to overcome their problems encountered in addressing VAG/W, rendering this inquiry as an approach to identify the causes and how various leaders have handled this social phenomenon from escalating.

Thus, in light of the current study and its topic, the interpretivist/naturalistic research approach was deemed appropriate to use (Denzin & Lincoln, 2005; Burns, 2000). According to Simons (1995), “decisions about research methods should be informed by the nature of the research question, that the question will indicate what approach and methods should be used” (p.837). This notion is further supported by Cohen, Manion and Morrison (2007) that “inquiry is influenced by the choice of the paradigm that guides the investigation into the problem” (p.167). Furthermore, Aksamit, Ryan & Hall (1990) summarise the naturalistic approach as posturing the following facts:

Ontology

Relativist:

There exists multiple social constructed realities unguided by any natural laws.

Truth is defined as the most informed and sophisticated constructions on which there is consensus among qualified critics.

Epistemology

Monist, Subjective:

The inquirer and the inquired-into are interlocked in such a way that the findings of an investigation are the literal creation of the inquiry process.

Methodology

Hermeneutic:

The context is construed as giving meaning and existence to the inquired-into; the methodology involves a dialectic of iteration, analysis, critique, reiteration reanalysis leading to a joint understanding of a case (Aksamit, Ryan & Hall, 1990, p.217).

As Cohen, Manion and Morrison (2007) contended: “Meaning arises out of social situations and is handled through interpretive processes” (p.168). According to Burns (2000) the interpretive/naturalistic paradigm focuses on how one creates meanings out of the current social situations and settings. In other words through the application and utilisation of the interpretive/naturalistic paradigm, individuals as participants will construct or create meanings based on their lived personal experiences and actions in their natural social contexts (Creswell, 2005; Cohen et al., 2007). In this situation, the study projected that genuine school leaders, student leaders and students would cooperate to render vital information or data based on their personal lived experiences about VAG/W and how they have handled it in their capacities as members of the school as the social setting of which they are part. Cohen et al., (2007) contended that their lived experiences are built upon through their interactions with other people like the teachers, students and parents. Hence, this study utilised the qualitative research method to understand how the school leaders, students’ leaders and the students managed VAG/W in the current schools under study by making meaning out of the participants’ lived experiences. Thus, the utilisation of the qualitative research method requires further examination.

3.1.1. Qualitative research approach

According to Cohen et al. (2007) and Creswell (2005), the qualitative research method comes under the interpretive/naturalistic paradigm. The qualitative

research method intended to find out about the lived realities of the research participants and constructed meanings out of their experiences (Akao, 2008). Research paradigms are labelled as lenses through which a researcher would unveil and view the social world (Cohen, Manion & Morrison, 2007). Aksamit, Ryan & Hall (1990) contended that naturalistic researchers use qualitative methods to aid their “thinking naturalistically” (p.217).

Some researchers have made comparative analysis of the use of quantitative and qualitative methods. For example, according to Simmons (1995) “a quantitative approach would seek to collect data on pre-determined categories” (p.838) and the qualitative research approach “is committed to seeing the world from the perspective of the participants within that world, and to getting close to the participants’ experiences by locating these experiences to a wider context” (p.839). According to Denzin & Lincoln (2005): “The word qualitative implies an emphasis on the equalities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency” (p.10). Simmons (1995) further stated that: “Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them” (p.839). This is supported by Akao (2008) who contended that in general, “qualitative research uses methods that gather descriptive accounts of the unique lived experiences of the participants to enhance understandings of particular phenomena by examining people’s words and actions in narratives or descriptive ways, more closely representing the situation as experienced by the participants” (p.57).

However, qualitative research approach does not belong to, nor involve, one single discipline. For example, Denzin & Lincoln (2005) stated:

Qualitative research is an interdisciplinary, transdisciplinary, and sometimes counterdisciplinary field. It crosscuts the humanities and the social and physical sciences. Qualitative is many at the same time. It is multiparadigmatic in focus. Its practitioners are sensitive to the value of the multimethod approach. They are committed to the naturalistic perspective and to the interpretive understanding of human experience (p.58).

Despite some critics and questions over the validity and reliability of qualitative method (Cohen et al., 2007), qualitative researchers maintain that various assumptions, methodologies and applications can be utilised to generate knowledge (Burns, 2000; Creswell 2005). For example, in this study I engaged myself in the two schools to generate possible knowledge by ascertaining the most significant and salient features of the participants' lived experiences to make meanings and find out a holistic world view of the social phenomena on VAG/W (Cohen et al., 2007). The study has led me to make meanings, and provide explanations and interpretations that would have been very different from depending on predictions and inferences or via other quantifiable ways. For example, Simmons (1995) asserted that: "Qualitative methodology is committed to seeing the world from the perspective of the participants within that world, and to getting close to the participants' experiences" (p.839). As a researcher, I am part of the social contextual settings under study and became engaged in the entire research process to produce a worthy socially constructed meaning in the two schools under study as vital social contexts (Burns, 2000).

Therefore, a qualitative research approach involves being inductive, based on the descriptive and inclusive approach undertaken for this study. According to Merriam (2003), being inductive signifies the researcher is creating meanings, descriptions, concepts and themes from the data gathered from the participants. In the current study, I therefore resorted to using the qualitative research method in order to find out how the various participants handled VAG/W in the two schools under study. This is because the participants (school leaders, students' leaders and students) were seen as reliable people in their natural contextual settings such as their classrooms and school environment which would provide invaluable information based on their personal lived experiences of VAG/W.

3.2. Theoretical framework or theories framing the research methods

This section presents the theoretical aspect of the study, particularly the feminist and leadership theories. Specifically, out of the feminist theory, the radical feminist theory is carefully crafted and drawn out to frame the research methods employed to undertake the study on VAG/W.

3.2.1. Feminist theory

Feminist theory is fundamentally about women's experiences and its goal is "to give every woman the opportunity of becoming the best that her natural faculties make her capable of" (Mann, 2012). Bryson (2003) defines feminism as "any theory or theorist that sees the relationship between the sexes as one of inequality, subordination or oppression of women" (p.1). Humm (1989) contended that the most fundamental objective of feminist theory is to "understand women's oppression in terms of race, gender, class and sexual preference and how to change it" (p.x.). However, to be more specific, the particular theoretical framework that really supported this study is the radical feminism theory. The radical feminist theory is one of the feminism theories and through its lens the research methods were framed as presented in the proceedings of this chapter.

3.2.2. Radical feminist theory

Radical feminist theory by definition argues that "women's oppression comes from our categorisation of women as an inferior class to the class 'men' on the basis of our gender" (Humm, 1989, p.183). Humm (1989) further argues that: "What makes this feminism radical is that it focuses on the roots of male domination, and claims that all forms of oppression are extensions of male supremacy. Radical feminism therefore further argues that patriarchy is the defining characteristic of our society. Radical feminism aims to destroy this sex class system" (Humm, 1989, p.,183). Interestingly, according to Douglas (1990): "The word 'radical' means going to the root of things" (p.2). Hence, the push for radical feminism developed among women who believed that women's and men's biological differences did not determine personality traits and should not be socially significant. These feminists looked forward to a society where all distinctions based on gender would be eliminated (Douglas, 1990; Rosalind, 1991).

In light of the current study on VAG/W, violence is seen as a means by which males extend their oppression and domination, especially in a highly cultured nation like PNG where male supremacy and patriarchy is deeply entrenched in mostly the so-called 'big man system' of culture (Kewa, 2008; Sepoe, 2006). As noted previously, PNG has 800 plus languages and cultural groups, making it one of the most highly cultured and complex nations in the Pacific region as well as the world. According to the radical feminist theory, at the core of the issue of the

oppression and violence of girls/women is the cultural embeddedness of male supremacy or superiority (Douglas, 1990; Humm, 1989). This fact makes situations more difficult for most girls and women in all spheres to have an equal status as their male colleagues (Meggitt, 1977; Bonnemere, 2004; Sepoe, 2006). Therefore, in short “radical feminism is concerned with the analysis of the oppression of women as women” (Rapone, Levine, & Koedt, 1973, p.239). As Rapone, Levine, & Koedt (1973) further state:

Radical feminism is called “radical” because it is struggling to bring about really fundamental changes in our society. Radical feminist theory does not believe that women should be integrated into the male world so that they can be just as good as men. We believe that the male world as it exists now is based on the corrupt notion of “maleness vs. femaleness”, that the oppression of women is based on this very notion and its attendant institutions. We must eradicate the sexual division on which our society is based. Only then do men and women have a hope of living together as human beings (p.239).

According to Echols (1989), “all other forms of social domination originated with male supremacy and assumed that equality in an unjust society is worth fighting for” (p.139). Radical feminist theorists primarily uphold that the oppression of women is the greatest and deepest form of oppression that is most endemic (Echols, 1989; Rapone, Levine, & Koedt, 1973; Humm, 1989). In light of the current study, radical feminist theory asserts that patriarchy and male supremacy are the basis for VAG/W and must be eliminated for good (Humm, 1989). However, radical feminist theory does not hate men but totally opposes patriarchy, and to categorise the hatred of men is to accept that politically and philosophically men and patriarchy are two bonds that cannot be separated (Echols, 1989; Rapone, Levine, & Koedt, 1973). Drawing on the tenets of this theoretical framework, the level of violence experienced by girls in the two schools needed critical examination through the lens of radical feminist theory as most VAG/W is perpetuated by males. Also this notion could be better viewed through such study since most violence and oppressive attitudes towards girls and women are based on gender (Humm, 1989; Lakeman, 2005; MacKinnon, 2006).

In the context of this study, the lens of radical feminist theory sees that PNG is a highly cultured nation where males are viewed as superior (patriarchy/male

supremacy) and women as objects, subjective to the dictates of males in all forms of social organisations like family and the tribe (Meggitt, 1977). For example, Kewa (2008) is an author and a victim of male supremacy and patriarchy who testified that school girls in PNG encounter more violence than their male counterparts. She accredited the cause to the fabric of parochial cultural practices that try to demean females' human value and limit girls' rights to contemporary schooling. However, victims in PNG are not only school girls; sadly, all females do encounter some form of violence in their lives (Hermkens, 2008; Kewa, 2008). Such a scenario imposes a great deal of effort on the leadership fronts for various individuals and groups in the two schools to address VAG/W appropriately (Moore et al., 2008; Bhana, 2005; Artz, 1999). In this study school leaders needed to be very radical in order to be agents of change against the oppressive and violent behaviours against girls and women within their schools (Artz, 1999; Goldstein & Conoley, 1997).

3.2.3. How the leadership literature and feminist theory informed the methodology

Seeing the study through the lenses of feminist theory and the leadership literature influenced the choice of methods employed here to investigate the social phenomenon under study. One of the tenets of feminist theory is to understand women's oppression in terms of race, gender, class and sexual preference and how to change it. In the case of this study on VAG/W, the sensitiveness of the issue was taken into consideration when selecting the data collection and the subsequent analysis methods. Also, school leaders are the key people in the school in addressing VAG/W and other related students' problems. Since girls at the school are vulnerable as informed by the literature, I decided to do a survey with the students, especially girls, and an interview with a few of the top school leaders, incorporating the principal, head teacher and the deputies. The interview was used to capture the leadership aspects of handling VAG/W, and the survey to gauge the students' views, especially girls', based on their experiences of how they view the handling of VAG/W by the school leaders. Therefore, the radical feminism theory and the literature on violence and school leadership informed the methods utilised for the data collection and analysis. The methods utilised for the data collection and its subsequent analysis require further discussion.

3.3. Data Collection Methods

3.3.1. Participants: Selection and description of school contexts

There were a total of 105 participants who were sub-divided into two major participant groups in this study. The first group comprised four (4) school leaders, who were interviewed using the semi-structured individual interview. The second group was made up of the remaining 101 students who were involved in the survey. The participants were drawn from two different schools situated in two different provinces, namely the Central Province and the National Capital District (NCD). Detailed information about the participants is provided below.

Survey participants. A further break-up of the total of 101 survey participants from the two schools is presented by the stacked graph below (Figure 3.1).

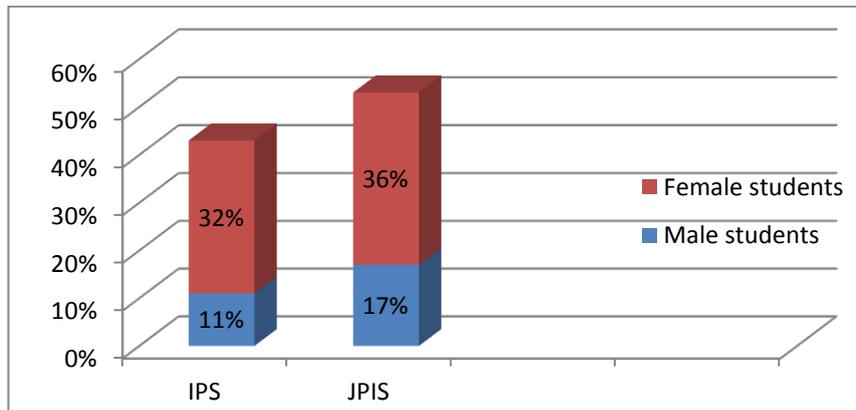


Figure 3.1. Total number of survey participants of JPIS and IPS by sex

According to Figure 3.1, a total of 101 students participated in this study. Out of that number, 11% were male and 32% were female students from IPS. A further 17% of the total participants were male students from JPIS whilst female participants from JPIS constituted 36%.

Interview participants. In addition to the 101 survey participants, a total of four school leaders participated in the semi-structured individual interview whose responses were integrated together with the survey responses to supplement the discussion. The demographic information of each participant is provided in Table 3.1. Out of the four, only JPIS had one (25%) female school leader participant for the individual interview while IPS has none (0%). No female school leaders from

IPS were involved because, despite an invitation asking for their participation, none showed any interest.

IPS. Iarowari Primary School (IPS) is situated in the mountainous plateau of the Central Province. It is categorised as one of the rural schools in the Koiari Rural Local Level Government (KLLG) ward area of Central Province in PNG. IPS is a level 5 government agency school established in 1964 in the Kairuku-Hiri district of the Central Province. It is a day school. Every pupil is a day student and all who attend come from the nearby villages. The school is headed by the head teacher, and the deputy head teacher is the second person in rank. In 2012 the total number of children attending IPS was roughly 400 plus; this was an overwhelming increase from 2011's total enrolment, and largely attributable to the current O'Neill-Dion government's free education policy.

At the time of this study, all the teaching staff at IPS were PNG nationals and there were no expatriates. The head teacher and the deputy were both male Papua New Guineans. IPS is situated in a very remote location. The poor standard of the road connecting Port Moresby and IPS makes conditions even harder. Also the school's buildings are all run-down including teachers' houses. Other factors such as law and order issues, security issues and poor salary were some factors that inhibit any chance of expatriates taking up teaching posts there. However, most of the international schools in the 'international education system' in PNG do have expatriate staff.

JPIS. Jack Pidik International School (JPIS) is a non-profit, private, co-educational day school. It is owned and operated by the International Education Agency (IEA) of PNG. The governance of the school rests with a Board composed of parents and professional staff. Applications are invited from well-qualified, experienced teachers and 60% of the staff are expatriates or overseas-based teachers. JPIS offers a comprehensive education typical of that found in developed countries, delivering a Western style of curriculum. It is PNG's oldest and largest private education provider and provides world-class education to local and expatriate students. The age range of the students is 18 months to 20 years. The school is situated on two sites: the preschool is at Elar Beach (NCD) and the Pidik (not the real name) site (Prep – Grade 8) is in Gordons (not the real name), in Port Moresby (NCD). It is the only primary school in Port Moresby, the

nation's capital, to provide primary school education to both the expatriate and PNG community. As of 2012, it had a total of 566 students. Central Province is the representative of a rural province and NCD is representative of the most urban province in PNG. JPIS is not just an urban school but is very well resourced and IPS is an example of a rural school with limited resources. One of the reasons for this choice was to get data that is equally representative of schools in a rural and an urban contextual setting (Cohen et al., 2007; Creswell, 2005).

3.3.2. Research sampling

A “purposive sampling” approach (Cohen et al., 2007, p.115) was used where I (as the researcher) chose the schools and participants. Issues regarding sampling and research participant selection were fundamentally one of the key focuses of this study. Cohen, Manion & Morrison (2007) contend: “The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted” (p.100). According to Cohen, Manion & Morrison (2007) there are two main methods of sampling: probability (also known as random sample) and a non-probability sample (also known as purposeful sample). Under the non-probability or purposeful sampling, there are several types of sub-samples. Out of all the different types, I felt that the “purposive sampling” was the most appropriate method for this study (Cohen et al., 2007, p.114) because it gave me as the researcher the right to choose the sample(s) I felt would yield a good quality data outcome based on my contextual knowledge of the issue under the study. As Cohen et al. (2007) explain: “In purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought” (pp.114-115). This is further simplified by Cohen et al. (2007) that: “In many cases purposeful sampling is used in order to access knowledgeable people, who have in-depth knowledge about particular issues, maybe [by] virtue of their professional role, power, access to networks, expertise or experiences” (p.115). Schwandt (1997) defines purposeful sampling as the researcher selecting or choosing to study rather than sampling on the basis of some random selection procedure.

In this study, involving more girls than boys of all the total population sample of the two schools was deemed more appropriate. As per the literature, schoolgirls

undergo more violence in such country like PNG where male supremacy, patriarchy and the 'big man system' (Hermkens, 2008; Kewa, 2008; Kilavanwa, 2004; Akao, 2008; Strachan, 2010; Meggitt, 1977) are more dominant. Therefore I felt that hearing directly from them would provide rich data based on their lived personal experiences of how they encounter violence and what is being done at the school leadership level to address VAG/W in their respective schools. Secondly, I felt that interviewing the school leaders like the deputy principal, head teacher, deputy head teacher and the teacher would generate data on the experiences of how VAG/W is addressed at the school leadership level in the two researched schools. Below are the details of the methods used for the data collection.

3.3.3. Methods of data collection

Adult school leaders. Firstly, a total of four school leaders participated in the individual interview, two from IPS and two from JPIS. Three of the four school leaders were male and one was a female. These included the head teacher and his deputy from IPS and the deputy principal and a female class teacher from JPIS. One of the rationales for including them in the individual interview was my judgement that they constituted the core members of the school leadership team. This placed them at the centre of strategising appropriate policies and rules to tackle or manage issues related to VAG/W in the two researched schools. Hearing directly from them of their personal experiences was deemed appropriate.

Students. Secondly, student leaders and students from both schools did a semi-structured survey containing 27 questions with sub-questions. I thought only the upper primary classes (grades 7 and 8) should participate in the research since the survey had several questions that were slightly difficult for lower primary students to fully comprehend (**Appendix 4**). In PNG, English is the third language after Pidgin and each tribal language. Therefore, I was of the view that lower primary and secondary students would encounter difficulty comprehending the questions, thus the return would yield poor data as a consequence. A total of 101 students, both male and female, from the two schools participated in the survey. Of those, 72% were girls and 29% boys (see analysis chapter on page 67 for further information). More girls were included because VAG/W is a critical issue in PNG. Girls and women are at the core of the issue and to directly hear from them of their lived experiences was what this study sought.

Finally, to get approval from the education authorities, a letter of consent was sent to the Deputy Secretary of the policy and planning branch of the National Department of Education in Port Moresby (**Appendix 5**), and a copy was sent to each of the provincial education advisors of Central Province and NCD. As soon as formal approval was granted (**Appendix 6**), I sought consent and approval from the Headmaster of IPS and the Deputy Principal of JPIS respectively (**Appendix 10**). I also sought individual consent (**Appendix 2**) from the student participants. Table 3.1 below provides brief demographic information of the participants.

School	School leaders (Interview)	Students (Survey)
IPS	2 (Head teacher & Deputy Head Teacher)	45
JPIS	2 (Deputy Principal & Class Teacher)	56
Sub-total	4	101
Total	105	

Table 3.1. Demographic information for the participants

The above information in Table 3.1 reflects the data gathering mechanisms and how the participants were involved. This is further deliberated under the data collection section below.

3.3.4. Data collection

Careful thinking about the designing of an appropriate data collection approach is a vital stage in any research. According to Berg (1995): “The design stage of research is concerned with what types of information or data will be gathered and through what forms of data-collection technology” (p.25). Richards & Morse (2007) contend that questions about how to create data and by using which strategies are worth paying attention to. Selecting the appropriate methods ensures sufficient, rich, complex, and quality contextualised data to address the problem and support the required analysis (Richards & Morse, 2007). Therefore, in the case of the current study, I utilised three data gathering tools or methods. They were a survey with the students, semi-structured individual interviews with school administrators and teachers, and document analysis, each briefly explained below.

Survey

There are many types of questionnaires like the structured, semi-structured and the unstructured questionnaires (Wiersma & Jurs, 2009; Cohen et al., 2007; Marshall & Rossman, 2006). In this study, I used mostly the open-ended or unstructured approach (Cohen et al., 2007) for several reasons (**Appendix 4**). Some of the rationales for resorting to use this (survey) data gathering tool require further investigation. Firstly, I reasoned that the issue on VAG/W is a very sensitive one and thought that students would not render or reveal vital information needed through such methods as individual or focus group interviews (Marshall & Rossman, 2006; Berg, 1995). For example, issues like sexual violence are not openly discussed by primary school aged students and I decided that individual interviews and focus group interviews would not be an appropriate mechanism to generate a quality data. According to Cohen et al. (2007) the students may be ashamed, embarrassed, or afraid to give truthful answers as they do find it emotionally painful to reveal their own actions honestly. Therefore, survey seemed a viable tool to use as Marshall & Rossman (2006) contend “surveys often focus on sensitive or controversial topics within the public domain” (p.126).

Secondly, having to interview the total of 101 student leaders and students is a huge task. Therefore, I used the survey approach to overcome the problems associated with having to interview such a large number of students with the associated consequences in terms of transcription and the time required to get the transcriptions completed. I also felt that the analysis part would be much harder to accomplish given the large magnitude of data generated (Marshall & Rossman 2006). Other than the above, some of the main advantages of utilising the unstructured approach are listed below:

- They allow an unlimited number of possible answers.
- Respondents can answer in detail and can qualify and clarify responses.
- Unanticipated findings can be discovered.
- They permit adequate answers to complex and sensitive issues.
- They permit creativity, self-expression, and richness of detail.
- They reveal a respondent’s logic, thinking process, and frame of reference.

- Very useful for exploring difficult issues that do not require simple answers.
- They also give respondents the liberty to express their views, experiences and responses without any limitations or control in the form of choices, alternatives, suggestions and options. (Neuman, 2006, pp.286-287).

From the beginning of the research process (data generation process), my supervisor and I kept in constant contact, dialogue and discussion with the deputy principal of JPIS and the head teacher of IPS (**Appendix 7**). They assigned me the class teachers as the survey administrators to distribute and administer the survey questionnaire in their respective classes. Before the questionnaires were distributed, I sat with the deputy principal of JPIS and a trial was done in his office to filter any errors that might evolve during the administering and data collection process. Subsequently, several changes were made on the original questionnaire, especially the wording of certain the questions to suit the level of the students' intellectual and thinking abilities. This action is captured in the literature as piloting the questionnaire and it primarily increases the reliability, validity and practicability of the questionnaire (Cohen et al., 2007). This was done so that the questionnaire yields its intended purpose of generating rich, appropriate and relevant data for the study. I made a quick scan of the questions with the class teachers to ensure they were well versed with the questions and the sections of the entire questionnaire. Finally the edited survey questions were issued with the copy of the consent form (**Appendix 2**) enclosed in the questionnaire. As soon as all was cleared and certainty was assured, the survey was allowed to proceed. The respective class teachers of the participating classes administered the survey with me as the overall overseer.

Interviews: Semi-structured Individual interview

The other data gathering tool utilised in this study is interview (**Appendix 3**). Berg (1995) defines interview as “conversation with a purpose, specifically the purpose is to get some intended information” (p.29). There are many types of interviews that different researchers employ for different research (Berg, 1995; Wiersma & Jurs, 2009). They include structured, semi-structured and unstructured (Richards & Morse, 2007; Neuman, 2006; Berg, 1995). Cohen et al. (2007) identified the following: “standardized interviews, in-depth interviews, ethnographic interviews, elite interviews, life history interviews, focus groups, semi-structured exploratory interviews, informal conversational interviews,

interview guide approaches, standardized open-ended interviews and closed quantitative interviews” (pp.352-352). However, for the purpose of this study, I reasoned that the semi-structured interview was the most appropriate (**Appendix 3**). Berg (1995) referred to this type of interview as the “semi standardized (guided-semi-structured) interview” (p.31). Several authors and researchers have noted that in the semi-structured interview the researcher has the flexibility to make certain changes when an immediate need to do so arises, and if situations and circumstances change during the course of the interview (Merriam, 2003; Cohen et al., 2007; Berg, 1995). Furthermore, Berg (1995) refers to the semi-structured (semistandardised) interview as the one “between the extremes of completely standardized (structured) and completely unstandardized (unstructured) interviews” (p.33). The advantages of using the semi-structured individual interview need further investigation.

Firstly, I understood that the issue of VAG/W at school was a very sensitive one and thought that the school leaders would express their views more freely without having to limit their freedom with predetermined sets of questions involved in a survey questionnaire. However, if any need arose, I resorted to asking a probing question in between to further gauge the interviewee’s lived experiences about VAG/W and how they handled it in the two researched schools. Probes are sub-questions under each question that a researcher asks to elicit more information or to have the interviewee expand on ideas (Creswell, 2005). Secondly, I had full knowledge of facts and issues surrounding the research topic and knew what data was required. So the semi-structured interview was used to let the interviewees’ (school leaders’) ideas become evident (Cohen et al., 2007). Thirdly, I thought that the interview data would be integrated with the questionnaire (data triangulation) to give more credibility and value to the data in its analysis and presentation in the form of the research output (Cohen et al., 2007; Marshall & Rossman, 2006). Therefore, the interview was conducted in the two schools using the semi-structured individual interview as summarised below.

For this case study, the venue and time of the interview was collectively decided in consultation with the school, myself as the researcher and the research participants, especially the interviewees. In each school, the deputy principal (JPIS) and the head teacher (IPS) permitted their offices to be used as interview

venues as they were also part of the interviewee panel. Prior to the interview each participant signed a consent form (**Appendix 2**) after reading the information on the interview questions sheet. Each interviewee was slotted into a schedule with most interviews lasting less than an hour but some exceeding that time frame. Firstly, I discussed and explained the nature of the investigation, its topic and the phenomenon under study, and the significance of their school's involvement. Central to the preliminary discussion were issues of the protection of participant anonymity through the use of pseudonyms, their rights to terminate or skip certain questions and other related ethical issues about the interview. Finally the interview was conducted in the two schools using the semi-structured individual interview beginning with the deputy principal of JPIS and concluding with the two leaders of IPS. The entire interview session was recorded using a Samsung electronics voice recorder and a copy was immediately stored in the desktop computer as a backup file. Thus the interview was conducted in that manner. The last type of data gathering method utilised was document analysis.

Data from document collection

This is the third data collection method utilised for this study on VAG/W. According to Schwandt (1997) collecting data from documents refers broadly to generating data “from the examination of documents and records relevant to a particular study” (p.32). Richards & Morse (2007) describes it as data derived from sources existing independent of the research process. Cohen et al. (2007) list the various forms of documents as: “field notes, samples of students’ work, stories, newspaper articles, books and articles, minutes of meetings, policy documents, primary and secondary sources, archives, annals and chronicles, photographs and artefacts, technical documents, conversations and speeches, public records, biographies, diaries and journals, memos and emails, autobiographies, records, reports and statistics, correspondence, plans, formal records, timesheets/timetables, pamphlets and advertisements” (p.201).

The processing of collecting data from documents also involves reading, analysing, grouping, comparing and reviewing the material. Various authors have explained sourcing data from documents in varying forms. For example, Marshall and Rossman (2006) and Richards and Morse (2007) refer to the review of old property transactions and documents, skimming recent newspaper editorials, or

even obtaining information from a Web site as part of collecting data from documents. As Marshall & Rossman (2006) explain in detail: “The review of documents is an unobtrusive method, rich in portraying the values and beliefs of participants in the setting” (p.107). For this study I used newspaper articles and policy documents to source additional data and supplement the data from the survey and the semi-structured individual interview. The data from newspaper articles extracts from the ‘National Newspaper’ on reports of VAG/W in PNG were integrated with other literature and the literature review in this study. Similarly, behaviour policy documents (**Appendix 9**) from the two schools were also reviewed and subsequent data added to this study, especially the literature review and the discussion chapter. Rationales for undertaking these data collection approaches are worth discussing.

The data from document sources such as the newspaper extracts and the policy documents were very useful in this study. Firstly, the newspaper articles/extracts enhanced the literature review by supplying background information of what was actually taking place in PNG in terms of VAG/W. Secondly, I sourced and used policy documents in the form of school rules, policies and codes of conducts of the two schools to blend data collected from survey and semi-structured interview. Thirdly, the data from the documents saved me cost and time that would have been spent searching for the same data if I had decided on other data gathering tools such as observation (Cohen et al., 2007; Marshall & Rossman, 2006; Richards & Morse, 2007). Finally it contained extra valuable information and insights from those gathered through other means. Together, the data from the different sources were understood using different analysis approaches, as explained below.

3.4. Data analysis

I collected and analysed the qualitative and quantitative data using various data gathering tools employed in a comprehensive manner. Firstly, the qualitative thematic analysis approach was used to analyse the semi-structured individual interview with the four school leaders. Secondly, I applied the quantitative descriptive statistical analysis to parts of the quantitative data from the survey. I used a mixture of structured (closed-ended) and unstructured (open-ended)

questions for the survey. And finally I used the content analysis to analyse the data derived from the documents.

3.4.1. Interview

Qualitative thematic analysis. The qualitative thematic analysis approach was adopted to analyse data collected from the individual interviews with the four school leaders of the two schools under study. The use and the application of thematic analysis is well captured in the literature (Richards & Morse, 2007; Creswell, 2005). According to Mutch (2005) thematic analysis profits its categories from the data generated from the interview by focusing on identifiable themes and patterns. The interviews were recorded using an electronic voice recorder that was transcribed verbatim using Microsoft Word. During the transcription process, I observed anonymity of the schools and the participants by assigning pseudonyms. The transcripts were colour coded using a thematic analysis, each colour denoting a theme associated with the research topic, research questions and its relevance to the entire study. For example, green for a word, sentence or phrase associated with sexual violence, blue for patriarchy and red for school leaders' perceptions of VAG/W. Different folders were created within which files containing the different coloured texts were put under their categories (categorisation) of themes and sub-themes (Creswell, 2005). During the data analysis, each theme and sub-theme was integrated and blended with data from other sources, such as the statistical survey data from the questionnaire and the data from the document analysis under each of the major themes and research questions that guided the study.

3.4.2A. Structured Survey questions

Descriptive statistics analysis. Some of the questions on the survey were structured and required quantitative analysis in the form of descriptive statistics. According to Schwandt (1997), descriptive statistics “are mathematical techniques used for the purposes of organizing, displaying and summarising a set of numerical data. They include measures of central tendency (mean, median, and mode) and measures of variability (standard deviation)” (p.30). The arithmetic mean in mathematics and statistics simply means average. The mean is the central tendency of a collection of numbers taken as the sum of the numbers divided by the size of the collection (Cohen et al. 2007). In this study, I mostly used the mean as a statistical method to sort and describe the quantitative data and made sense

out of them (Wiersma & Jurs 2009). Wiersma & Jurs (2009) further states that: “After values or scores on some variables have been collected, one of the first tasks is to describe these scores” (p.323). Scores from percentage responses have been represented and described in Chapter Four.

In this study, 101 questionnaires were returned with most of the questions answered. In each questionnaire, there were 27 major questions, some with sub-questions. Few had questions left unanswered or half-answered. The four major research questions guided the analysis in line with the overall objectives and research aims of the study.

Firstly, I created an Excel document file. In it I entered the data under headings that corresponded to each question. Each survey participant was put under their different sex heading represented by a code, ‘f’ for a female participant and ‘m’ for a male. A similar coding approach was applied to the schools settings, an ‘r’ for the rural school and ‘u’ for the urban school. The data was processed within Excel for total percentages.

Secondly, subsequent graphs were constructed for each question by giving a statistical value in terms of percentages of the participants’ responses. For example, out of the total of 101 students, there were 72 females doing the survey. Seventy-two is then converted to a percentage of the total number of the survey participants (i.e.101). Therefore, in terms of percentage, 72 participants were reduced to 71.3% which is rounded to the nearest whole number as 71%. This data was used to construct the corresponding graphs using the Excel word document.

Quantitative statistics and graphs are collated with qualitative data in Chapter Four.

3.4.2B. Open-ended survey responses

Qualitative thematic analysis. Some of the questions or statements on the survey were open-ended which required a qualitative analysis. This study utilised the thematic analysis approach (Richards & Morse, 2007; Creswell, 2005) to analyse the data collected from the open-ended survey. The thematic approach used the data from the survey by focusing on identifiable themes and patterns (Mutch, 2005).

Participant responses were categorised into themes and sub-themes. These themes and sub-themes were reflective of, or were linked to, the four research questions and the research topic under study. As stated above, participant anonymity (Cohen et al., 2007; Richards & Morse, 2007) occurred through the use of pseudonyms. An example of how pseudonyms were used to represent a survey response is shown here.

A safe school is when the teachers always remind you about safety and rules of the school (JPIS/MSL-53).

The above denotes that JPIS is the school name and MSL refers to male student leader and the number 53 means he is the 53rd respondent out of the 101 total survey participants. All the responses were categorised into various themes under which they fell. Themes that emerged from the responses were put together under headings or sub-heading in the analysis chapter (Creswell, 2005). In the discussion chapter, I collated data from the various sources in line with the themes and sub-themes.

3.4.3. Data from Documents

Content analysis. Finally I used the content analysis to analyse the data that derived from the documents such as the extracts of newspaper reports and policy documents of the schools under study. Cohen et al. (2007) describes content analysis as “a process by which the many words of texts are classified into much fewer categories” (p.475). For the purpose of this study, I used newspaper articles (Cohen et al., 2007; Berg, 1995) and policy documents of the two participant schools. Firstly, the newspaper extracts were used in the literature review to complement what the literature says about the issue on VAG/W. Secondly, the data from the policy documents from the schools under the study was used to integrate the discussion of the findings.

3.5. Limitations of the study

There were significant limitations that hindered, thwarted or disturbed the research. This section lists some of these limitations. While the research, especially the data collection, ended successfully, limitations of time were significant in completing what was envisaged in the plan. The sensitivity of the topic required significant reworking of the ethics application to meet the

University requirements and get approval to carry out the study (**Appendix 8**). This did not then allow enough time for piloting the survey before the dates that schools had agreed to host the research. Subsequently, it was discovered that some of the questions in the survey were too vague or difficult for the students to comprehend. I had to do a piloting of the survey with an administrator, who was at that time the deputy principal of JPIS, Mr. Andrew Levey. The changes made the questionnaire more readable and digestible for the students. This also took some time as the filtering of the questionnaire by editing the principal questionnaire with 27 major questions and other sub-questions was a daunting exercise. I have learned that ample time should be given to piloting of the survey and interview questions prior to going out for the data collection.

Another important limitation of this study was being restricted to only two schools and their school leaders so the study cannot be generalised for all schools. However, the findings are applicable to the two schools and the research participants therein.

In PNG I encountered some delay in getting the research approved prior to undertaking the study in the two schools. In all the 22 provinces in PNG, the provincial education advisors (PEAs) are in charge of the provincial education division. I wrote to the PEAs of NCD and Central for their approval. However, getting the consent letter approved by the NCD and Central Provincial Education Advisors (PEAs) were delayed for almost a month. Given the limitation of time allocated for the data collection, I decided to approach alternative solutions by writing to the Deputy Secretary for Policy and Planning of the National Department of Education (**Appendix 5**). However, the letter sat for weeks in the Deputy Secretary's office pending his approval. This prompted me to go and personally inquire with the Secretary. Finally the study was approved in principle making it easier for me to collect data in the two schools (**Appendix 6**). This study would have been delayed further had it not been for the approval of the research by the Deputy Secretary for Policy. On the other hand it would have been better to post the letter a month or two prior to arriving in PNG. This would have given me ample time to follow up and receive confirmation in advance and avoid such unwanted delays as were experienced.

Finally, I encountered some difficulties in analysing the data collected from the three different methods utilised in this study. This is true particularly for the

interview data from the four school leaders of the two schools under this study. Transcription was a lengthy process and there was much data to process. Though this is not a limitation in itself, it became a limitation in the sense that integration of varying data from three different data gathering tools was very challenging.

3.6. Summary of the chapter

This chapter discussed the methodological and theoretical underpinnings for the study. The research settings were two schools in PNG with pseudonyms JPIS and IPS, located in the NCD and Central provinces respectively. The aim of the study was to find out how leaders of the researched schools address VAG/W in their schools in line with the Government's UBE policy ratifications and how students experienced the practices. In light of the research problem and research questions, the interpretive/naturalistic paradigm was deemed appropriate and subsequently used for this study. Therefore, the four major research questions guided the investigation of the social phenomenon under study by utilising three data gathering tools or methods in line with the literature review and the theoretical frameworks established. The data collection strategies were survey, individual semi-structured interview and document collection. These were then analysed using statistical descriptive analysis, thematic analysis and content analysis respectively. Though the data collection was accomplished successfully with the study also on target as forecast, there were limitations that had implications on the current study. These can inform future studies.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0. Overview of the Chapter

In this chapter, the data from the 105 participants in the two schools under study are presented. Despite minor differences, the data from the two schools reflected very similar results. Therefore I decided to put the results together across the two schools. The research aimed to ascertain the effectiveness of school leaders in addressing violence against school girls/women and explore the relevance of such action for the implementation of the UBE policy in PNG.

The concept 'school leaders refer to deputy principal(s), head teacher(s), deputy head teacher(s) and teacher(s) who participated in this study. Two schools, an urban and a rural were engaged for this research. The rationale for this identification is provided in Chapter Three, Section 3.3 Methods. The three research tools utilised for the data collection were semi-structured individual interview, survey and document analysis. The study involved a total of 105 participants who were divided into two categories. The first group comprised four school leaders in the capacities of a deputy principal, head teacher, deputy head teacher and a class teacher. This group was engaged in the semi-structured individual interview and their data mostly featured qualitative responses which are presented from 4.3 onwards to the last section of this chapter. The second group was made up of 101 students, whose responses were captured through a survey with 27 questions and associated sub-questions. Their data featured both qualitative and quantitative responses which are presented from section 4.1 to the last section of this chapter.

The chapter is divided into six major sections representing major themes that emerged from the data, some of which include sub-themes. These major themes include:

1. School leaders' and students' understanding of the concepts of safety and freedom.

2. Measure of the level of discipline at the schools by directly capturing students' perspectives and assessments based on their personal experiences.
3. School leaders' understandings, perceptions and perspectives of UBE policy and Violence and Gender Equity policies in education. In this section their understandings of girls' rights to basic education is further explored.
4. Views of various forms of violence against girls and how they are resolved.
5. School leadership positions and the initiatives and strategies employed to address VAG/W in the schools.
6. Practices, policies and approaches (school rules) that have helped reduced VAG/W in the schools.

The data is presented in the findings as six sections with the sub-themes that emerged, and is concluded with a summary.

4.1. School leaders' and students' understandings of safety

Firstly, I endeavoured to capture the students' views, perspectives and understandings about the concepts of safety and freedom. Gauging students' understanding of safety was indispensable primarily because their understanding influenced the promotion of a learning environment that was free from violence, especially for girls who are most likely disadvantaged in terms of accessibility, participation and retention in PNG schools.

Secondly, when the aspects and attributes of safety were understood well by the participants, their chances of behaving well in the school is very high in contrast with those who are not aware of what was collectively expected of them. This helped everyone to easily identify any behaviour issues that were out of the traditionally expected behaviour contexts and boundaries.

4.1.1. Good teachers create 'safe schools'

According to the students, teachers play determinant roles within a school. That is, teachers are motivators and catalysts for the subsequent emergence of a safe

school. This is further elucidated in the words of the following students who defined 'safe school' in this manner:

A safe school is when the teachers always remind you about safety and rules of the school (JPIS/MSL-53).

A school that has its rules and laws enforced by teachers are strong (JPIS/FSL-26).

A school in which the teachers make sure the school rules are strictly observed by the students, to make sure students complete their studies successfully (IPS/MSt-72).

A safe school to me means a school environment in which the teacher's actions towards students are healthy. Also it is an environment where there's no disturbance from the locals (JPIS/FSL-1).

Being respected by teachers and school mates in the school and high respect for gender equity (JPIS/FSt-32)

Good teachers, no violence, no racism. No corruption with teachers, no drugs (JPIS/MSL-2).

It was evident that safety was not entirely imposed by teachers and school leaders, but teacher-led and teacher-facilitated. It was also apparent that the students were well aware of certain deliverable attributes that guided everyone in their daily conducts. For example, attributes like respect, no violence, no racism, effective security, stronger school board and effective and stronger school rules (refer quote JPIS/FSL-1, JPIS/FSt-32, JPIS/MSL-2, JPIS/FSL-30 above) helped enhance the schools as an ideal and peaceful learning environment. Furthermore, the research data confirmed that in such environments, the spirit of genuine peace was nurtured and promoted, notably led by teachers.

4.1.2. Students' views on their safety in the schools

Student participants at both schools confirmed feeling safe at school (see Figure 4.3). While a significant number also reported they felt "safe only sometimes" (36%), very few felt unsafe.

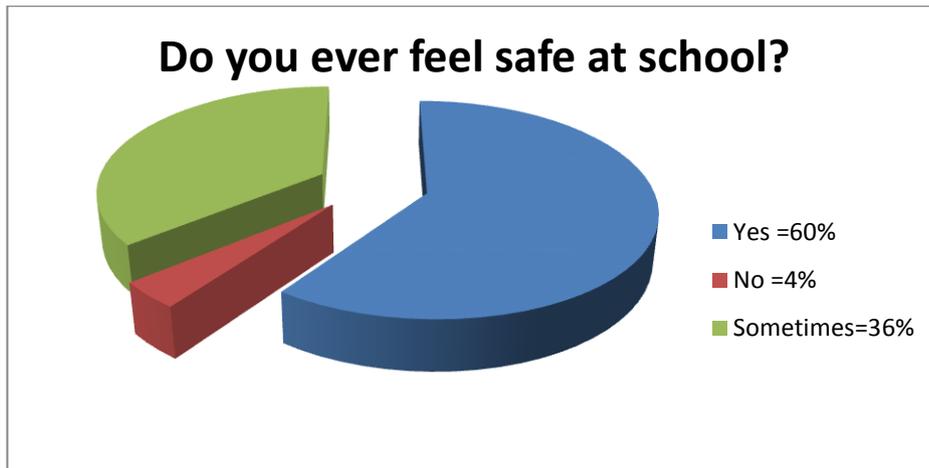
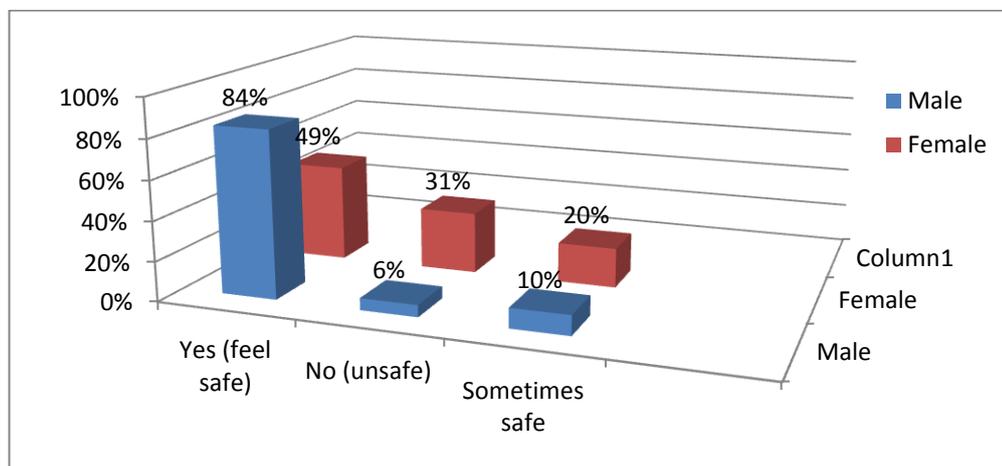


Figure 4.3. Students' views on their safety

Difference between male and female students feeling safe at school. When students were asked whether they feel safe at school, it was evident that boys felt safer at school than girls (see Figure 4.4). Eighty-four per cent of the total males indicated that they felt safe at school compared to 49% of the females. Furthermore, though 31% of the females indicated they felt unsafe in the school, none (0%) of the males felt unsafe. While 20% of females indicated they felt safe sometimes, only 10% of the males felt safe sometimes (see Figure 4.4).



Figures 4.4. Showing the differences of feeling safe between the two sexes

Generally it appeared that students felt safe in terms of their physical, emotional and social wellbeing. For example, the idea of improving girls' learning through concepts such as 'safe school' is confirmed by a student from the rural school who described 'safe school' as: "A place that is free from bullying and harassment of

girls, where girls learn better” (JPIS/FSt-49). This is further supported by students noting:

It means a school in which both the male and female students are free from risks, or danger or harm (IPS/FSt-94).

Schools which are free of problems and secure from violence and harmful things (IPS/FSL-79).

To me a safe school is when there is no bullying around, there is no cult practices going on and everybody feels free and respected (IPS/FSL-73).

Everything in and around the school is safe for us [girls] (JPIS/FSL-24).

A safe school means students are not at risk from any harm or violence while they are at school (IPS/FSt-78).

A school that is free from all kinds of violence like bullying (IPS/FSL-77).

No violence, no fighting or rough games against girls (JPIS/MSL-17).

Means a school that is free from violence, abuse and discrimination (JPIS/FSL-34).

A school that is free from violence, anti-social behaviours and maybe sicknesses and diseases (IPS/FSL-93).

The school area is safe for girls to move around (JPIS/FSL-22).

However, despite the above positive responses, a significant number indicated that they sometimes felt safe and sometimes unsafe. For example, 36% (Figure 4.3) held that they sometimes felt safe. Therefore, it is appropriate to look at the actual location within the schools where students feel safe.

4.1.3. Places that students feel safe

The feeling of being safe is not guaranteed everywhere within the premises of the school (see Figure 4.5).

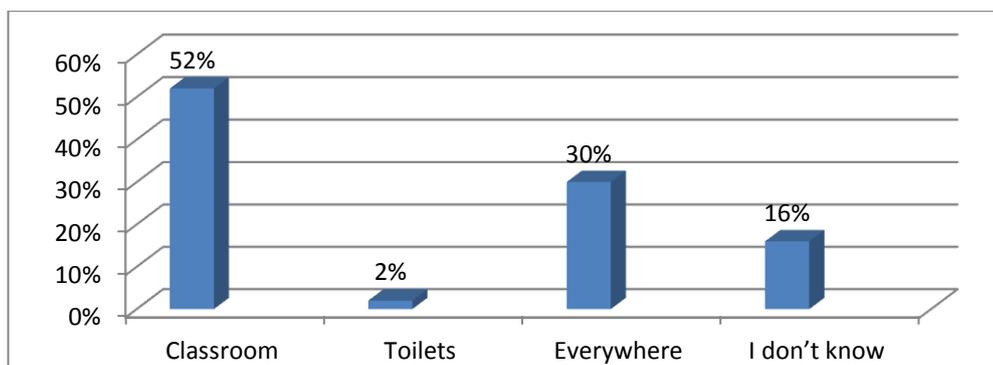


Figure 4.5 Place where students feel safer in the school (Q3)

Fifty two per cent indicated that they felt safe in the classroom. However, only 2% testified that they were safe in the toilets. Thirty per cent held that they are safe everywhere. Finally, 16% stated that they don't know where safe places are. It is difficult to interpret this group's responses, but explanations could include: they are not sure of any safe place in the school; they are not in a position to provide an answer; or they have simply ignored answering it by selecting this option. If a school were to be seen as safe, all areas within the school boundary must be conducive for its students to learn, play and stay without any form of intimidation, violence, threats and risks.

4.2. Measure of levels of discipline at the schools

The survey captured students' views, perspectives and understandings about the level of discipline in their schools. Eighty-seven per cent of the participants confirmed that there was good discipline.

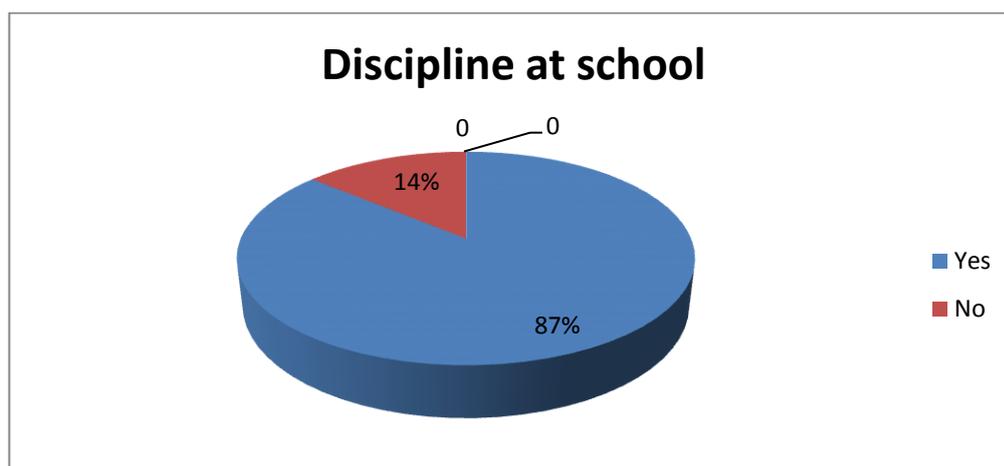


Figure 4.6. Level of discipline in the schools

The 87% is indicative of a thriving school in terms of school leaders' approaches in handling discipline issues in the schools. It was also noted that the level of discipline was a vital ingredient in the promotion of the school to its community. These findings need further explanation.

4.2.1. Maintaining discipline in the schools

The data reflected that maintaining and executing discipline was highly prioritised and practised vigorously by the school leaders, especially the deputy principal of

JPIS and headmaster of IPS. For example, when asked about the status of discipline at IPS, one student said:

Yes, since head teacher Mr. Tanda Fate [pseudonyms] came to Iarowari Primary School, he really improved the school in terms of its discipline codes, facilities and its academic progress. The school is a well-disciplined school. The school rules and behaviour codes are very effective. Once a student breaks the school rules, behaviour codes or policies, he or she is bound to go before the Board of Governors and could be suspended from school (IPS/MSL-70).

It was further evident that the leadership team at the school played crucial roles in nurturing discipline in the school community. Moreover, the data also showed the offender's willingness to cope with changes and learn from the punishment or consequences to remodel and become a good student, as confirmed by a student from the urban school: "Because as a student breaks a rule, he/she is disciplined and given good advice and warnings. If he/she does again, JPIS suspends or expels them and all our students are careful about breaking rules" (JPIS/FSL-41).

The survey data further revealed that discipline which builds on a student's wish to please the teacher is more likely to produce a well-behaved, contented child and a less stressed teacher or school leader. For example, one student respondent stated: "I love Jack Pidik International School because when we do something bad, teachers don't get a stick and smack us. They try to get us to some quiet places or offices and help us or ask us why we did this" (JPIS/FSt-44). Another added: "Yes. There is good discipline in our school because we have guidance teachers who talk to us for guidance lessons on discipline" (JPIS/FSL-40). One student from the IPS made an observation that: "Because teachers are quick to correct us if we misbehave and this helps our school a better place" (IPS/FSt-88). This was supported by another student who praised the work of the teachers as: "Because the teachers are well aware of the behaviour codes and school rules and enforce them effectively" (IPS/FSt-94). Therefore, discipline should be positive and used to encourage good behaviour, as well as to stop those habits that teachers do not want from students.

4.2.2. Competition and marketization of education

According to the survey data, it was clear that the promotion of choice and competition within schools has repositioned education to be seen as a commodity

to be traded in the same way as other commodities. Subsequently, one female student revealed that their parents prefer schools with high standard of discipline. For example, JPIS/FSL-14 stated: “Yes. Because, that’s why my dad wanted me to come to Jack Pidik International School. Because, at Jack Pidik International School the teachers and students are well mannered”. Furthermore, another student respondent stated:

Because in the previous years teachers say that this school was one of the worse schools in terms of cargo cult but very big thank you to our principal for promoting discipline. Most of my neighbours started sending their daughters here (IPS/FSt-80).

As reflected earlier, leaders of schools play very significant roles in promoting equal participation of education for both sexes. This needs further discussion.

4.2.3. School leaders promoting gender equality

The research data clearly reflected that there is a strong relationship between a morally disciplined school in terms of gender equity and the corresponding roles that its school leaders play. This is supported by one respondent as: “Yes, teachers provide good advice and instructions regarding girls’ safety in the school” (JPIS/FSL-38). It appeared that school leaders in their various capacities play fundamental roles in stimulating gender equality and improvements on general discipline. When asked about school leaders’ input in addressing violence and student discipline, one student responded: “Because every time we do a wrong like hitting a girl, we face the discipline committee so we don’t do such” (JPIS/MSt-46). Another student revealed: “Because the teachers try their very best to change students' behaviour or character to make us become good citizen of PNG” (JPIS/FSL-18). Another student stated that the students are well aware of the consequences of misbehaving. For example, referring to the punishment or severity of the consequences, JPIS/MSL-16 stated: “My school has good discipline because if we break the rules, we go to the principal and get suspended or two days doing punishment work with the principal”.

In addition, it was revealed that “The principal, deputy and the teachers are very good in disciplining students that misbehave” (JPIS/FSL-34). It is highly likely that because of such a hard stance on anti-social behaviours by school leaders, respect for girls and gender equity is highly protected. The vital role school

leaders play in maintaining discipline and good behaviour is further recognised in the following:

Because teachers are quick to correct us if we misbehave and this helps our school [be] a better place (IPS/FSt-88).

There is good discipline in our school because we have guidance teachers who talk to us for guidance lessons on discipline (JPIS/FSL-40).

The principal, deputy and the teachers are very good in disciplining students that misbehave (JPIS/FSL-34).

Because our teachers always [show] concern over our well-being in the school (IPS/FSt-98).

Because teachers discipline their students to behave well and not to engage in bad behaviours (JPIS/FSt-23).

The discipline here is great. Teachers tell off students directly if what they are doing is wrong (JPIS/MSt-13).

Because teachers are quick to correct us if we misbehave and this helps our school [be] a better place (IPS/FSt-88).

Because teachers always discipline students and discourage students from doing bad or silly things (JPIS/FSL-19).

Because the teachers are well aware of the behaviour codes and school rules and enforce them effectively (IPS/FSt-94).

Because teachers always discipline us and this school is always a discipline school (IPS/FSt-96).

Finally, the data also revealed that student leaders were very instrumental in promoting discipline and peace in the schools as one of the female student respondents from IPS stated: “Because our student leaders are involving themselves and also [the] rest of the student body into religious activities, which makes our school a very well-disciplined place” (IPS/FSt-84). This was supported by another student who shared a similar sentiment: “Because if a student breaks [a] rule, the student leaders (SRC) bring him or her to the administration and appropriate charges [are] laid. So the students know the penalties so they behave well here” (IPS/FSL-59).

From the above responses, it was evident that there was a uniform reporting system, which permitted disciplinary incidents and other anti-social behaviours to be pinpointed and offenders disciplined appropriately, thus reducing misbehaving and any anti-social behaviours. However, school leaders’ input in tackling

violence and discipline was influenced by the level of experiences they had in the school. Some of their experiences were noted in the study.

4.2.4. School leaders' experiences of VAG/W

VAG/W is documented in many studies, reports and statistics which help school leaders understand the issue and address it appropriately in their schools. However, their direct experiences provide them with concrete knowledge to wage their efforts in handling VAG/W. For example, the head teacher of IPS stated that there were several instances of violence and abuse experienced by students in the school, but the girls especially were afraid to report to him and his deputy. He revealed: "In my school we have girls who have never come to us openly of what has gone wrong at home but parents have come and spoke to me about the problems that their child has gone through. Even the girls have to be transferred out of the school because in one instance the father was abusing his own daughter". He further stated that "in another instance [a] couple of my girls have fallen pregnant because of something that has happened back in the community that is beyond our control" (IPS/M/HT-1).

It was also confirmed that swearing was endemic at IPS. For example, the head teacher stated:

Another form of verbal violence used in Motu is the 'SG' words, which means 'Sina Gagai'; in English it means sexual intercourse. It's a normal swearing word or household word in Motu language where you could hear everywhere from village to schools. So the Motuans use it a lot, and the 'Kaikai Kan' is used by everyone in PNG. In English it means 'eat yours [vagina]'. So these are common violence words, especially against girls in the school that we address habitually (IPS/M/HT-1).

With another personal experience, he reinforced the points above:

I have known about [a] couple of male teachers who have sexually violated girls and even the girls ended up getting married to the teacher. When I was doing form 3 at high school in 1969, our deputy principal, a white man, you know ended up in love with the high school student so they got married. Lately another teacher also married his own student, and there are other teachers I knew at high and primary school who also got married to their students. I mean male teachers did these. Maybe that's not violence against girls but I think it comes under that category (IPS/M/HT-1).

However, school leaders' input in tackling violence and discipline was influenced by their understanding of UBE policy and its relevance to both male and female students. This is worth further discussion.

4.3. School leaders' understandings of UBE, violence and gender policies

The study gauged the participants' views and their level of understandings of the concepts of UBE before analysing the responses on topics such as violence and other gender policies. I anticipated that the participants would reduce violence and give prominence to gender equity if they understood well all facets of UBE policy and its significance. The interviewees were asked what UBE policy meant to them:

Basically it means every child who needs to go to school has to go to school in order to acquire the basic skills of learning required at those age levels. And for learning to take place, teachers and school leaders need to effectively facilitate and impart the learning and development of the basic skills at those age levels. Basically that's what universal basic education means and that is to facilitate the learning of the three R's, that is basic Reading, wRiting and aRrithmetic (IPS/M/HT-1).

It means education for all citizens, especially the children from elementary school age to grade 8 level for both sexes. It's a right for them to have access to and get educated up to that level and after that, those... haaa ... who have the brain to continue on to the higher institutions can go but the unfortunate should have the knowledge to go back to the village and make use of the environment using the basic skills and education acquired (IPS/M/DHT- 2).

Universal Basic Education to me means that every child's right to have education. It's not a privilege of the rich, but it is basic right of every child in the world to be taught and educated (JPIS/M/DP- 1).

To me Universal Basic Education policy is just the overlying idea of what education is and the basic standard of what should be met academically and socially and emotionally. It means education is very important to everybody, to learn and get jobs like teacher to better themselves in later part of their lives. The PNG government has policies that give everyone the right to education at the right age level. Therefore every parents and governments should make education easier for kids to access and attend (JPIS/F/T-2).

The leaders appeared to have sufficient understanding of UBE policy and its significance to every school age child in PNG. Finally, the interview data also indicated that adult school leaders do value gender equality in education and accepted that UBE and its enabling policies give greater prominence to girls' rights to education regardless of their sexes. This is further elaborated in the sub-section below.

4.3.1. Girls' rights to education

Despite the PNG government's ratifications of policies that recognise girls' rights to education, PNG is still far from fully achieving its goals of universalising basic education as targeted by 2015. Such facts compelled me to ask questions like: "Do you think all girls in this school are equally covered by policies like UBE, Gender Equity in Education (2002), Behaviour Management (2009), Anti-Discrimination and Harassment (2009)?" It was evident that the participants understood well girls' rights to education irrespective of their sex, religion, ethnicity, tribal affiliations and nationality. The graph below summed up the responses to such question.

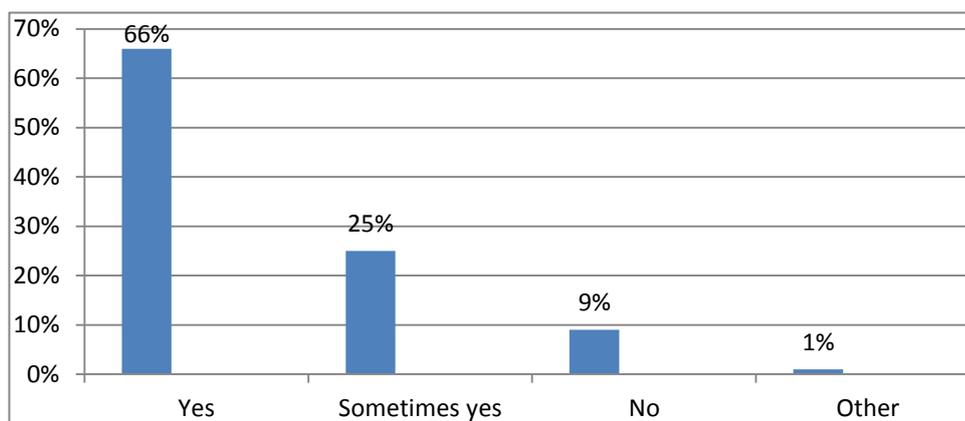


Figure 4.7. Girls have same rights as boys

According to Figure 4.7, 65% of the students agreed that every girl has rights equal to boys. Also the school leaders in this study were well aware that girls in their school have an equal right to education as boys. For example, in explaining whether education was a right or a privilege for a few, they noted:

Interviewee 1: Everybody has the right to education no matter who they are or where they are from, or whatever colour they are, or what race they are and what gender they are, it's the only way that people can go and better themselves. And so the standard for everybody should be the same and everyone still deserves the same basic opportunities.

No one should be denied their rights due to any circumstances like school fees, sex, tribal fights, inaccessibility, classroom spaces and ethnicity (JPIS/F/T-2).

Interviewee 2. I would say that it can be both right and privilege. Privilege in a sense that if the facilities are available within the community, it's a privilege and it's a right for every girl to make use of that privilege. However, in too remote places where there is no school accessible, children are so desperate to go to school, but the opportunity is not provided. In other words education is the right of everyone or child, but then it becomes an opportunity because of accessibility. The government fails miserably to make sure that everyone realises their full potentials by getting educated, there are not enough services, schools and infrastructure denying their rights to education (IPS/M/HT-1).

He further provided realistic and practical examples of difficulties faced in some of the remotest schools in PNG where the government presence in terms of road infrastructure, electricity, health and, most importantly, educational services is dormant.

Yes, many of our remote schools, like the Goilala district in Central province and like the inland schools in Rigo and far away schools in Abau district, inland schools in Kairuku-Hiri district, there are no teachers, so to access that right and privilege, the National Government and the Education Department have to address all factors of providing the basic education so that we are doing the right thing by educating our children to achieve Universal Basic Education. Teachers must be present to teach, schools must be close to where children live, infrastructure must be up to standard so that the basic education children get is quality (IPS/M/HT-1).

Furthermore, another 25% (Figure 4.7) said education was sometimes a right. This data could infer that girls' accessibility, participation, enrolment and retention rates were lower than boys. This data complemented IPS/M/HT-1's responses above. According to IPS/M/HT-1, some of the reasons are: lack of accessibility, poor infrastructure, poor government services and the absence of teachers, all denying each student's right to education. One of the realities according to the data is that policies are mere plans of actions or guidelines adopted by a state. But what mattered most were the effective implementations and realisations of those policies.

Moreover, another 9% indicated that girls do not have equal rights to education alongside males. This is a significant proportion, particularly when combined with the 25% who claimed that education is only sometimes viewed as the right of girls. These responses are perhaps explained by IPS/M/HT-1's response above.

4.3.2. Students' understanding of the school rules and codes of conducts

School rules and codes of conducts set the standard by which individuals within the school measure their relationship with others. I was of the view that a good understanding of the school rules and codes of conducts by the students would stimulate quality behaviour output to foster a school environment favourable for girls to study without harm, risk or threat of violence in any form. Figure 4.8 shows the students' understanding of their own school rules and codes of conduct in the school.

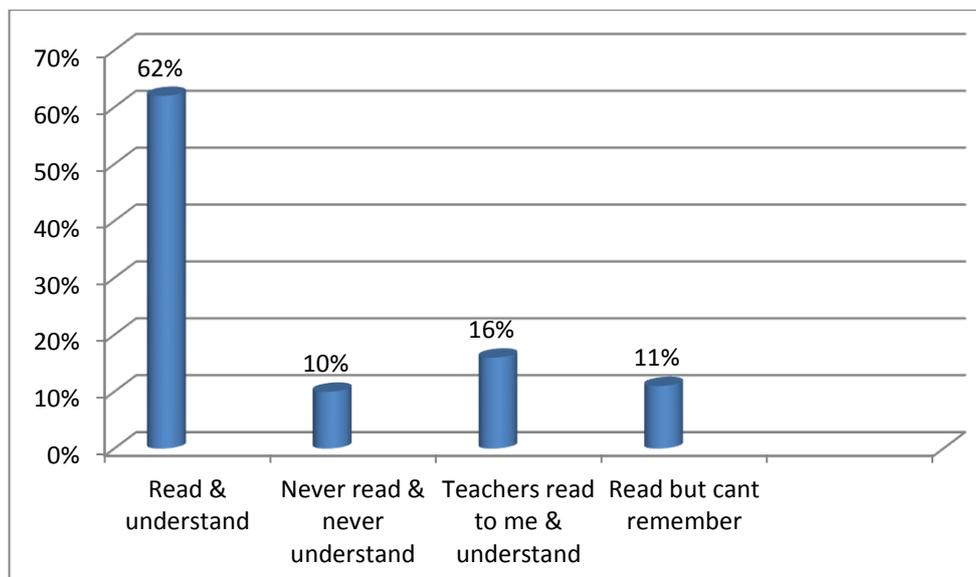


Figure 4.8. How much students know of their rules and codes of conducts (n=100).

According to the survey, 62% (Figure 4.8) confirmed that they have read the school rules by themselves and are fully aware of their contents, consequences and importance. Interestingly, another 16% stated that they know the school rules because teachers read to them. Another 10% indicated that they never read the rules. Eleven per cent stated that they could not remember.

4.4. Their views about various forms of violence against girls

I wanted to gauge the students' views, perspectives and understandings of the definitions of the concept 'violence against girls'. I thought it might be important for students to understand the concepts and terminology because their understanding might influence their practice of fostering gender equity and respect for girls and non-violence in their schools. This section also presents the perpetrators of violence against girls and further looks at the reporting system, especially how the victims report their incidences of violence in the two schools.

4.4.1. Definitions of violence against girls

The students had differing personal understandings of concepts of violence against girls. Their understanding of violence against girls varied depending on whether they had been exposed to these concepts before or not. Most students were able to define violence against girls. When asked about what were their understandings of the concepts, 98% of the students defined VAG/W appropriately. For example, parts of the responses are shown in the table below.

Harsh or cruel treatment towards girls from either teachers, students or anyone from either sex (JPIS/FSL-1).
VAG is to abuse girls verbally (bad words), physically, sexually to be unequal and to look down on girls. (IPS/MSL-61)
Bad things done against girls. For example, the words that we speak affect other's feelings. Also swearing, fighting and gossiping girls. (JPIS/FSL-24)
Actions that use physical force to hurt, scare or harass girls that make them feel insecure and afraid everywhere they go including in school. (JPIS/FSL-31)
It means girls are not respected by their opposite sex, which results in certain behaviours that hurt or risks girls' freedom in the school. (IPS/FSt-84)
Girls being bullied, touching their body, hitting their body, making fun of the girls etc (IPS/FSt-101)

Table 4.1. Students' definitions of VAG/W

They were well versed in the concept of violence against girls. Another female student defined violence against girls as: "Males inflicting pain and violence on females. Men seem to dominate everything and girls just give in without a fight. It sucks big-time, if you ask me to explain" (IPS/FSt-78). A quarter of the

respondents included terms like bullying, harassing, swearing, hitting, beating, kicking, pushing, stealing, yelling, shouting, isolating, assaulting, fighting and bashing in most of their definitions. For example, a student defined violence against girls as” “It means injuring, raping, fighting, inducing, bullying and abusing the young girls at the school” (IPS/FSt-96). Another student also went out of the context of teachers and students in the school by including parental abuse and violence. IPS/FSt-94, for example asserted that: “It means girls being harassed by a male or been bashed up by their parents.” Others defined it as: “Cause physical, sexual and emotional damages to girls” (JPIS/FSt-28); and: ”Young boys or men usually force girls to do nasty things like smoking drug or marijuana” (IPS/FSt-88).

It is also interesting to note that the data captured the application of force by senior boys on junior boys or girls and senior girls on junior girls to smoke drugs or marijuana. The respondents understood this act to be another form of violence worth considering. This is a new form of violence especially for PNG. After establishing the definitions, it is worth discussing the various forms of violence experienced in the two schools under study by assessing the rate of occurrences.

4.4.2. Forms of violence by rate of occurrences

Participants noted the many forms of violence such as physical, sexual, emotional, psychological and verbal abuse. The different forms noticed by students included yelling/shouting, swearing and stealing (Fig.4.9). I also noticed that violence does not occur every day in the school. Some occurs too often and others on few occasions or does not occur at all.

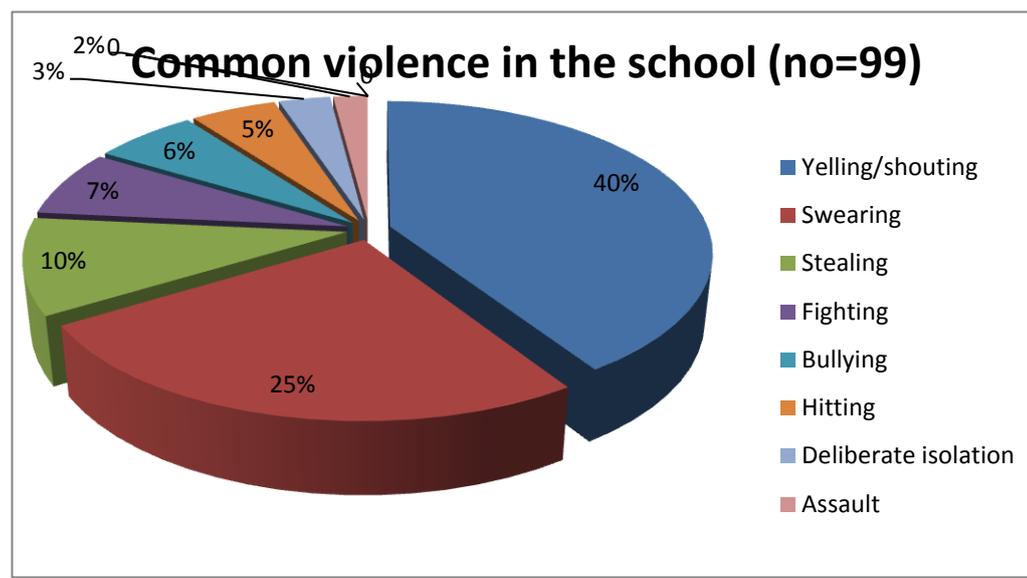


Figure 4.9. Forms of violence commonly occurring in the schools

Forty per cent indicated that yelling and shouting were the most common forms of violence. Another 25% pointed out that swearing was prevalent. Ten per cent stated that stealing was a common form of violence with fighting, bullying, hitting, deliberate isolation, and assault being less common but experienced nevertheless. The above forms of violence students reported noticing were further supported by the interview data from the four school leaders when they were asked about the forms of violence against girls that they see:

Interviewee 1: Violence against girls comes in the form of verbal violence, like yelling, shouting, swearing and teasing, and physical violence, like hitting them, assaulting, kicking and punching and sexual violence, like inappropriate swearing using illicit words, inappropriate touching, using sexually abusive words and acts. (IPS/M/HT-1)

Interviewee 2: When I am thinking of the word violence, I am thinking of the physical nature of girls being hurt in many ways whether is being drugged, drunk, or abuse, punched or kicked or hurt. (IPS/M/DHT-2)

Interviewee 3: Violence against girls or children is kind of being bully or an attitude shown by opposite sex or others against girls or themselves. (JPIS/M/DP-1)

Interviewee 4: Firstly, violence against girls is anything that is coming from other girls and from boys that prohibit learning or their personal well-being whether [it] be physical or emotional or excluding them socially. Secondly, it's when you feel like you are not treated nicely or being bullied or something. (JPIS/F/T-2)

It was so interesting to note one form of violence mentioned showed some awareness of the extent of forms that often go unrecognized as violence. The headmaster of IPS stated: “You know, they [girls] are walking past and then you whistle, even the whistle, that is violence against girls or even a male saying hello may be good but you just mean something different behind it. For example, greeting them with a wrong or different intention has some elements of violence ... even going and poking them on the bottom or even scratching them, all that is ah violence” (IPS/M/HT-1). While the participants showed an awareness of the many forms of violence, their personal experiences were also important to capture, as presented below.

4.4.3. Personal experiences of violence

The personal experiences of students required investigating. More than half the students reported experiencing some form of violence in the two schools (Figure 4.10)

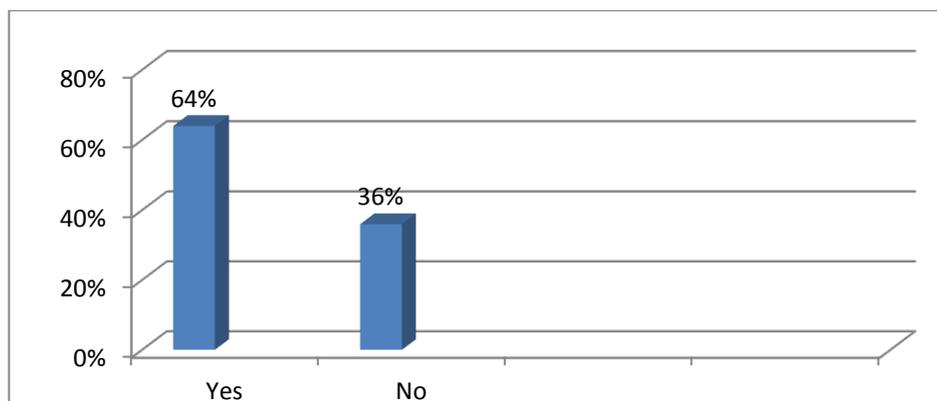


Figure 4.10. Number of students who experienced some form of violence

Sixty-four per cent revealed that they experienced some form of violence in the schools. Another 36% stated that they never experienced any violence. As a follow-on to knowing what forms of violence students were experiencing I was also interested in who or what were the main causes of the violence experienced at the schools.

4.4.4. Perpetrators of violence

The main perpetrators of violence in the two schools were male (Fig. 4.11). Considering violence's potential to impinge on girls' participation in education, it is very important to establish the perpetrators of such violence.

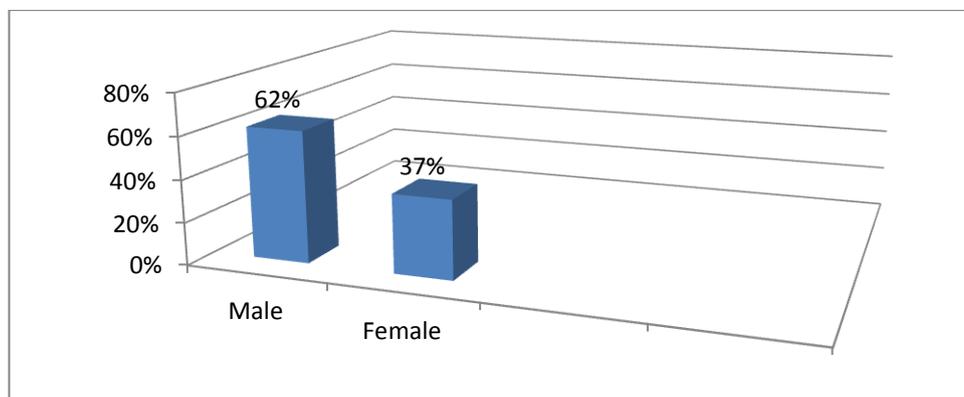


Figure 4.11. Perpetrators of VAG/W in the two schools (n=99).

Sixty two per cent of the participants indicated males were the main causers of violence. Interestingly, another 37% revealed females as causers of violence in the schools. Although males were traditionally perceived as perpetrators of VAG/W, the data provided sufficient evidence to claim that a significant number of girls were also engaged in violence acts. When asked about the perpetrators of violence, these were the words of the head master of IPS: “Female students mostly fear being physically abused by the males. We also have minor reported cases of junior girls being bullied by senior girls. But most of the violence in the school are committed by boys” (IPS/M/HT-1). Similar sentiments were shared by IPS/M/DHT-2 and JPIS/M/DP-1. After establishing the perpetrators, this study has considered that ascertaining the practices found in the school by identifying the very key and immediate people whom the victims of violence reported to was fundamental.

4.4.5. Rightful person to report violence to in the future

Victims of violence just did not go to or report to anybody whom they saw in the school. Often we report, tell and discuss confidential and critical issues behind closed doors with trusted people. The data revealed that this same principle was applied by the victims of violence.

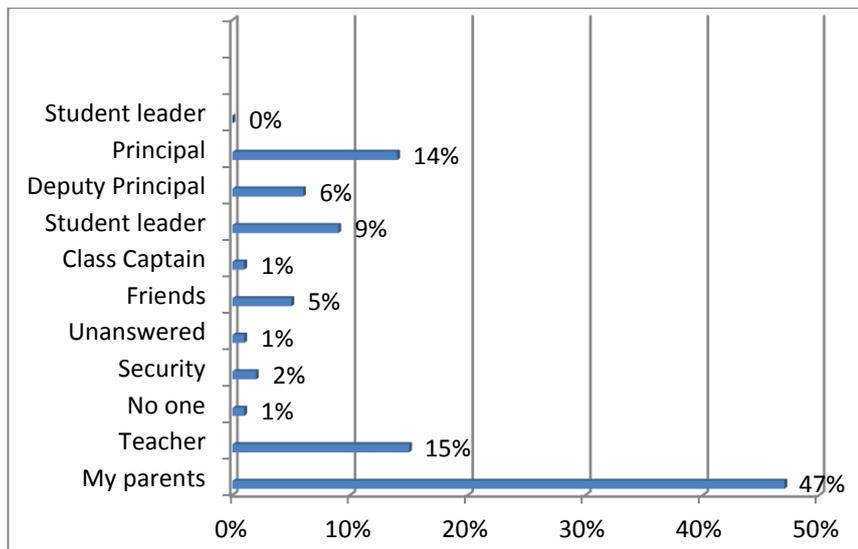


Figure 4.12. People to whom violence victims report

Forty seven per cent of the students indicated their parents as the most trusted and immediate person to whom they reported when they are violated in the school. While 15% indicated that they report incidences of violence to their teachers, 14% revealed that they report directly to the principal. Another 9% indicated they report to student leaders. Apart from the above, others included 6% for deputy principal, 2% for security guards and 1% chose class captain.

4.5. How school leaders' positions affect the way they address violence against girls

Each leader played a very crucial role in addressing VAG/W. It was evident that such questions as 'does their position in the school affect the way they handle VAG/W?' were worth asking. These aspects of capable leadership at the school are discussed in the next categories and themes below.

4.5.1. Measuring Effectiveness of School leadership

Some students perceived that sometimes the school leadership positions compromised effective handling of VAG/W in schools. However, many of the participants agreed that the school leaders effectively addressed issues related to violence against girls (See Figure 4.13). When asked about school leaders' attitudes towards addressing VAG/W one student stated: "Yes. They handle [it] very well and that's why we have no violence here" (IPS//FSL-87). Another student from the urban school agreed that: "Yes, the school leaders handle

behaviour issues very well. Also the student leaders and the school administration work together to address behaviour issues well” (JPIS/FSL-1). However, another student gave a more surprising response: “Not really. Teachers don’t look at the behaviour of the whole school but usually get on students from certain provinces, whereas other students are really disobedient but pretend to act really well in front of the teachers” (IPS/FSt-84).

However, despite the view of respondent IPS/FSt-84, most of the data confirmed strong leadership was demonstrated by the school leaders in addressing VAG/W in the school (Table 4.2).

<p>Yes. They repeatedly tell students to stop violence against girls in the school (JPIS/FSL-2).</p> <p>They handle it very well, excellent (JPIS/MSL-9).</p> <p>Yes. Because when anything happens, teachers act quickly and they don’t prolong it (JPIS/MSt-13).</p> <p>Yes. Because they always put their eyes on students so that they won’t do silly things and get hurt. JPIS/FSL-19</p> <p>Yes. If any violence occurs, our deputy principal is very active and makes everyone happy again (JPIS/FSL-29).</p> <p>Yes. Because all of them play their part by regularly advising everyone not to do what is not allowed by the school rules (JPIS/FSt-32).</p> <p>Yes. Because our school leaders normally react very quickly to any discipline issues very well (IPS/MSt-58).</p> <p>Yes. Because they are very effective especially, the reporting system we have in the school (IPS/FSt-88).</p> <p>Yes. They are fair and handle behaviour strictly according to the school rules (IPS/FSL-73).</p>

Table 4.2. School leaders’ attitudes towards addressing VAG/W

Some students maintained that student leaders also played very dominant roles in addressing violence and behaviour issues in the schools. For example, one student noted: “Yes. Because when a student does something wrong, the head girl and her denominational presidents talk to him/her. If it’s serious they bring him/her to the principal who further disciplines and counsels them and they’ll be encouraged and advised not to do such thing again” (JPIS/FSL-41). Rural students shared similar sentiments. As IPS/MSL-63 stated: “Yes. Because student leaders, teachers and

even principal directly step in to stop any violent activities by talking with the students in a peaceful manner”.

By looking at the responses, it is very encouraging to note that students and school leaders employed collaborative approaches in addressing violence against girls and other behaviour-related issues. Clearly, effective leadership approaches have been practised by various leaders in addressing violence against girls and other behaviour-related issues in the two schools (Figure 4.13).

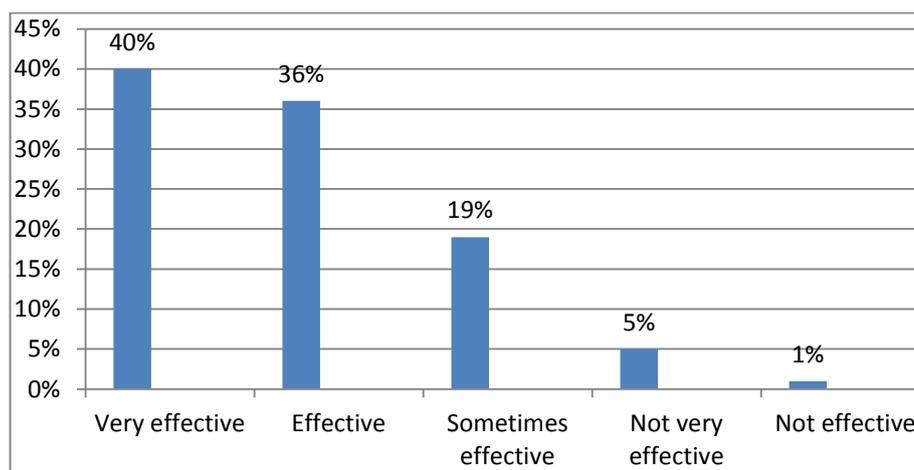


Figure 4.13. Effectiveness in managing reported violence against girls (Q21)

Seventy-six per cent of students revealed that school leaders were either very effective or effective in addressing or managing VAG/W. Another 19% indicated that leadership is sometimes effective in addressing VAG/W, with only 6% reporting leaders were not very effective. Also, teachers as part of the school leadership team play important roles in handling issues like VAG/W and their significance was also captured by the data.

4.5.2. How teachers react to VAG/W in the schools

Most students stated that school leaders were doing enough to address violence in the schools (see Figure 4.13). Furthermore, it was also revealed that school leaders including teachers really valued the notion that education is a ‘right’ of everyone including girls by reacting very promptly to violence cases (Fig.4.13). When students were asked about how teachers react to reports of bullying and other acts of violence, responses included:

They get upset and approach the bully student and discipline him through friendly and peaceful ways (JPIS/MSt-13).

They quickly get that violent student and talk to him/her right away (IPS/FSt-57).

They always try their best to help calm the situation (JPIS/MSL-15).

Yes. Because leaders don't waste time but act immediately (IPS/FSL-79).

Teachers act very quickly by discussing with the boy and advise him not to do such thing again (JPIS/FSL-29).

All teachers deal with the bullying student by bringing him to the victim and make him apologise and promise not to do it again (IPS/FSL-85).

Table 4.3. How students saw teachers acting after reports of violence

Another female student described teacher and student leaders' approaches towards handling violent acts as: "They watch carefully every movement of students who bullies a lot and will call him or her to the office and talk to him or her" (IPS/FSt-62).

The deputy head teacher of IPS addressed violence in a very simple and practical approach that was already known to the students. For example, the following is an account of how he taught his male students in the school regarding VAG/W:

We all have female relatives in the house like the mother who did all the work for us. Because of her we are here at the moment. No mother - no life for you and I. And we also have sisters, aunts and grandmother in the house. And my question to them is: 'Do you respect them?' If they answer 'yes', then I tell them, these teachers we have in the school are our mothers, grandparents, our uncles, aunts and parents. The girls we have are our sisters. Use our mentality not to be violent to girls. When you have a problem, these girls will one day help you out with, say, one question in mathematics or English, and you will always remember that (IPS/M/DHT-2).

However, the teacher from JPIS when asked about how she manages violence against girls in her school, stated: "I find that if you set up a good positive environment, it limits even having to deal with the violence that it gets up with and that everything needs to be taken seriously even if it's just a sarcastic comment that a class mate makes, if you don't take it seriously then it will

escalate into [a] big thing” (JPIS/F/T-2). The interview and survey data confirmed that the leaders in the two schools were effective towards managing violence in their schools. This leads us to the discussion of the last segment on the actual practices that the various leaders employed to control and contain VAG/W in their schools.

4.6. Practices that have reduced violence against girls in the school

In such a highly patrilineal or male oriented country as PNG, with 800 different languages and cultural groups, VAG/W is intimately linked to deeply entrenched social norms such as values, beliefs, attitudes, behaviours and practices, making it difficult to address. Therefore, VAG/W placed increased demand on how school leaders performed and executed their leadership roles so that girls get a fair chance of pursuing basic education without fear or favour. This study confirmed that addressing VAG/W remains a central goal, with students and school leaders in each school having their own approaches to tackle VAG/W. Below are some categories of approaches and themes that emerged on how various school leaders handled VAG/W in their schools.

4.6.1. Acting promptly and making repeated announcements

The data showed that school leaders have applied varying approaches in their quest to address VAG/W in the schools. For example, school leaders of JPIS stated that they acted promptly by strictly adhering to and enforcing the school policies and rules:

The practice actually, what I said, for acting urgently and quickly. If we hesitate and we don't do something when there is an active violence, then it can get out of hand. So I guess our practices of acting promptly and quickly, bringing the parents in and dealing with issues straight away, this has reduced any violence that we do have which is rarely here anyway in the school (JPIS/M/DP-1).

The teacher from JPIS addressed VAG/W by:

I think the policies are very strong. Every time we remind the kids of the policies in the assemblies, class time, class patron time and even we issue copies of school rules to them so they are well prepared and aware of the existing rules at JPIS (JPIS/F/T-2).

When asked the same question, the deputy head teacher of IPS replied:

We constantly make announcements at the assemblies, during which time we address any problems that we see or come across Assembly times are Mondays, Wednesdays and Fridays 7:30-8:30 am. At the same time teachers also address the behaviour problems at their classroom level. At the school level, I am the head of the disciplinary committee. Also our constant dialogue with the kids' parents and all other stakeholders are working very well. Important thing is we address it as soon as it pops up or seen or reported. We don't leave it up to the next stage (IPS/M/DHT-2).

This was further supported by the head teacher:

We have a disciplinary committee here with the Deputy Head teacher as the key figure who addresses violence and any other disciplinary cases. He is the teacher in charge of the committee. Also we have a base level teacher assisting him. I am the head that looks into issues when there is a very serious violent or disciplinary problem beyond this committee's powers to resolve. The highest level is the school board's disciplinary committee headed by IPS Board of Governors [BOG] Chairperson to address those issues once and for all. This committee and board not only address issues and violence against girls and females but all students having behaviour problems, even teachers too (IPS/M/HT-1).

In support of the school leaders' views captured in the interview data above, the survey data also revealed similar views shared by the students (See Figure 4.14).

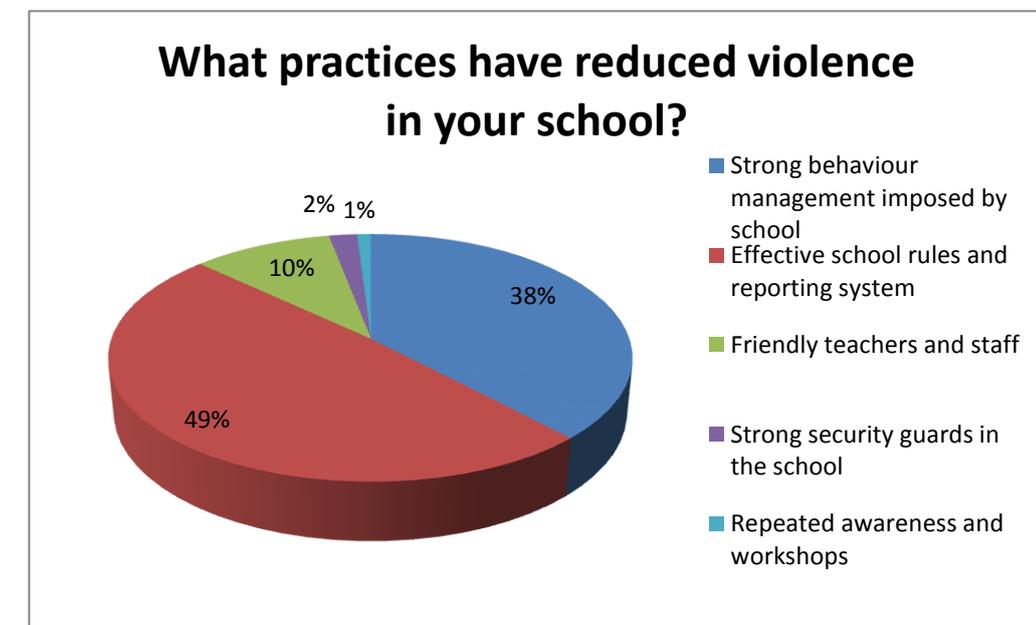


Figure 4.14 Shows practices employed by the schools to reduce violence against girls in the schools Add space between blue and brown text entries on right in figure

According to Figure 4.14, 38% of the students stated that the school leaders imposed strong behaviour management policies regarding VAG/W. Another 49% revealed that the level of violence has been reduced because of effective school rules and reporting systems being in place. Ten per cent felt that friendly teachers and staff reduced violence in their school while only 2% indicated that strong security guards reduced violence. Only 1% stated that VAG/W in the school is reduced as a result of repeated workshops and awareness.

Based on the above data it is clear that school leaders in the two schools have employed some effective practices in addressing VAG/W. This is illustrated by one student's comment: "From my experiences, there are no violence and bullying in this school. But on rare occasions, teachers are very prompt in dealing with them" (IPS/MSL-68). This is further confirmed by another student: "Teachers act very quickly by punishing the boy" (JPIS/FSL-36). Another female student stated: "They [teachers] quickly get that violent student and talk to him/her right away" (IPS/MSt-57).

4.6.2. Policy initiatives to address violence against girls

As shown in the previous section, policies and implementation of policies, rules and codes of conducts were quite effective in reducing VAG/W. The interview data also revealed that an effective management of VAG/W through the formulation and implementation of policies and school rules immensely contributed towards the creation of a safe school. It was evident that all the school leaders measured their students' discipline against those policies and rules that they formulated so that every student pursued schooling in an environment free from violence and other risky behaviours. JPIS had a clear behaviour management policy:

The initiative that we put in place to address violence includes policies like behaviour assistance methods, such as what we call the "HIGH 5" which help manage anger. When you are feeling angry, instead of hitting someone or hurting someone you have five options that you can choose:

If someone [girl] is bothering you:

1. Talk friendly....then try
2. Talk firmly.....then try
3. Ignore.....then try
4. Walk Away.....then try last step

5. Report [to an adult] [last step] (JPIS/M/DP-1).

Furthermore, the class teacher from JPIS, when asked about some of the policy initiatives to address violence at her school, replied: “We have policies, school rules, codes of conducts and that every student must follow. I think High 5 is one of them” (JPIS/FT-2).

The data further confirmed that it was the duty of all school leaders to develop and implement suitable policies and school rules that embraced and cherished a peaceful environment for students to pursue education: “And my deputy head teacher is one of the key figures who was contributing to developing this behaviour management policy – ‘A guide for School: Improving students’ Behaviour and Welfare’ ”(IPS/M/HT-1). IPS’ transfer-in policy was also seen to be very effective in its response to tackle VAG/W. This is worth discussing in more detail.

Transfer-in students’ policy. The school leaders at IPS faced another trend of threats from enrolling violent transfer-in students due to the government’s free education policy. It was revealed that students with fake transfer cards posed a threat as they were found to be the most violent students. When asked about his policies and procedures to address such a trend, the head teacher stated:

By law, all transfer-in students are required to produce proper documents like birth certificates and police clearance certificates. What we are doing is to avoid discipline problems. I was referring to birth certificates, academic transcripts, and character references from the class teacher, head teacher and a religious pastor or priest stating his or her character. Most of the children transferring in from the other schools are overgrown. They should be at the next level of institution, which is either lower secondary or upper secondary. That’s why we are very selective and careful in screening who is taken in so that they are free from discipline issues and that we enrol genuine students with no past records of violence and behaviour problems (IPS/M/HT-1).

In addition, the deputy head teacher of IPS stated:

We have rules in the school, and the summary of all the rules is to respect each other regardless of sex, colour, age and ethnicity. Based on that our motto for the school is ‘*respect, obey and cooperate for high standard*’. So with those three

words, we say a lot of things. And so we tell them, we co-exist together as a family. The way we see the girls is like the way we see the boys. We have equal opportunities for both boys and girls, and make sure both must participate equally without fear or favour in all school-organised activities (IPS/M/DHT-1).

The data illustrates effective and workable policies and rules employed by the school leaders to address VAG/W and general behaviour of the students.

4.7. Summary of the Chapter

This chapter has presented the analysis of the data collected from the semi-structured individual interviews of four school adult leaders and the 101 student surveys. Through the data analysis process, six major themes and other sub-themes emerged:

1. School leaders' and students' understanding of the concepts of safety and freedom in the researched schools.
2. Measure of level of discipline at the schools.
3. School leaders' understandings of the Universal Basic Education policy and Violence and Gender Equity policies.
4. Views of various forms of violence against girls.
5. How school leadership positions affect the way they address violence against girls in their schools.
6. Practices that have helped reduced violence against girls in the schools.

In this chapter the data was presented in the six sections with the sub-themes that emerged. The data showed that generally the school leaders and students understood what constituted violence against girls and their rights to access education services. This situation has affected their practices in the school cultural context towards the creation and enforcement of effective school policies and rules that promote a reduction of VAG/W and the equal inclusion of girls. At the same time the data revealed that there was still much to be done to ensure violence was further prevented and reduced, particularly for girls to receive what is deemed a right to education. The chapter that follows will discuss these findings in light of the literature reviewed in Chapter Two and the theoretical framework used in Chapter Three of this thesis.

CHAPTER FIVE

DISCUSSION

5.0. Overview of the Chapter

My interest in VAG/W was driven by the fact that violence or fear of violence is believed to be one of the reasons for girls not attending schools in PNG. In PNG, much VAG/W goes unreported and the level of its impact in undermining girls' education seems to be underestimated by past and current educational leaders and professional educators. One way of addressing it could be by giving prominence to research into VAG as a potent factor that may have significant contributions to some of the current issues and problems in education like low enrolment, retention and under-representation of girls in schools (Bisika et al., 2009; Terry & Hoare, 2007; Lakeman, 2005). However, some schools and school leaders are better than others within their practices and the level of understanding of policy interventions and conventions on girls' rights to education (Espanol, 2008). My intention in this study was to explore these practices and provide recommendations for the researched schools, for schools more generally, and for other stakeholders of education in PNG. In this chapter I discuss the findings of the study with reference to the literature reviewed and the theoretical framework for this study. To illustrate the discussion, responses from participants are presented in codes constituted by letters and numbers, as they were in Chapter Four: Data Analysis and Findings. For example, a female student participant's number 49 in Jack Pidik International School would be represented as JPIS/FSt-49.

Six major themes emerged from the data analysis that forms the basis of the discussion. Firstly, the students' views, experiences and understandings of feeling safe at school are presented. Secondly, the level of discipline experienced is discussed. Thirdly, school leaders' understandings of the concepts of the UBE policy and Violence and Gender Equity policies in education are presented. Fourthly, the students' and school leaders' views of various forms of VAG/W is discussed. Fifthly, how VAG/W is addressed in the schools, particularly in the reporting system, is examined. Sixthly, the practices, policies and approaches taken to tackle VAG/W in the schools are discussed. Also, I have some

recommendations for the schools and stakeholders at the end of some of the selected sections on this chapter. Finally, the limitations encountered in the research process, particularly with the data collection methodologies utilized, are presented. This is followed by a summary of the chapter.

5.1. Students’ experiences and understandings of feeling safe at school

In this study the gauging of students’ leaders and students’ views to understand safety based on their lived experiences of feeling safe was indispensable. This was primarily because their experiences and understanding influenced the promotion of a learning environment that was free from violence, especially for girls who are most likely to be disadvantaged in terms of accessibility, participation and retention in PNG schools. According to Merry (2006), Morti & Cuklanz (2009), and Deveci et al. (2008), violence and oppression of school girls endangers their freedom to pursue education. This results negatively on the final outcomes of vital policies such as the UBE and EFA goals (Global Monitoring Report, 2006; Ali, 2006; Kukari, 2011).

Secondly, when the aspects and attributes of safety were understood well by the participants, their chances of behaving well in the school were very high compared to when students were not aware of the significance of safety. In this study, generally it appeared that female students understood the concept ‘safety’ well. For example, one described a safe school as: “A place that is free from bullying and harassment of girls, where girls learn better” (JPIS/FSt-49). This view is further supported by other female students from the two schools:

It means a school in which both the male and female students are free from risks, or danger or harm (IPS/FSt-94).
Everything in and around the school is safe for us [girls] (JPIS/FSL-24).
A safe school means students are not at risk of any harm or violence while they are at school (IPS/FSt-78).
No violence, no fighting or rough games against girls (JPIS/FSL-17).
The school area is safe for girls to move around (JPIS/FSL-22).

Table 5.1. Students’ description of a safe school

In addition, answers to questions like “Do you ever feel safe?” revealed that 60% of the students felt safe at school (see Figure 4.3). While a significant number also reported they felt “safe only sometimes” (36%), only 4% felt “unsafe”. However, when broken down according to sex (Figure 5.1), 84% of the males indicated that they felt safe at school and only 49% of females indicated that they felt safe at school.

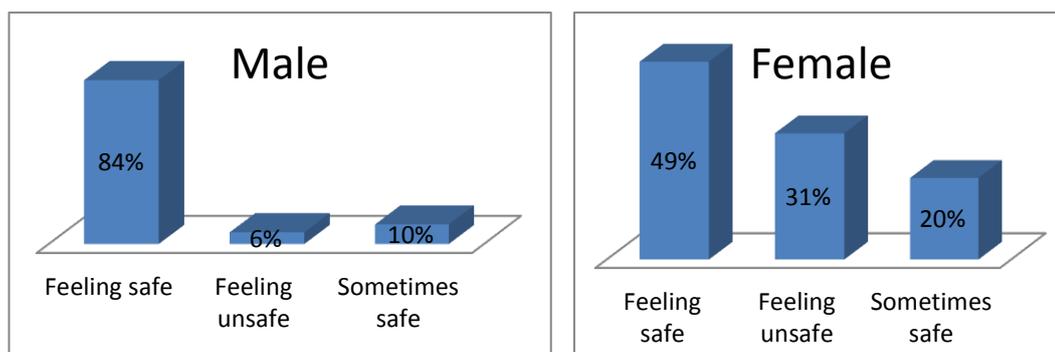


Figure 5.1. Showing the differences of feeling safe between the two sexes

Policies and ratifications form the basis for all girls to pursue education in a school environment that is free from violence (UN, 2000; Global Monitoring Report, 2006; Modaly & Goddard, 2006). However, many girls are not feeling safe in their own school. While 84% of the boys felt safe at school and none felt unsafe, 31% of the girls indicated that they feel unsafe in the school. According to Kewa (2008) and Hermkens (2008), school girls in PNG are unsafe and they encounter more violence than their male counterparts. However, despite a high number of positive responses from females, when compared to males it seems that girls’ safety and freedom is not in equilibrium with boys.

5.2. Places where students feel safe

Not all students feel safe everywhere within the premises of any school as not all places in the school are seen as more safe or unsafe. However, the work of Crenshaw (1991) and Modaly and Goddard (2006) revealed that girls feel unsafe everywhere as violence is endemic and sees no barrier. Bisika et al. (2009) said perpetrators of violence become very violent in certain hot spots or locations such as near girls’ toilets, sports fields and school gates. The findings of this present study showed that more than half of the students, 52%, (Figure 4.5) felt safe while they were inside the classrooms in contrast to 30% who indicated feeling safe everywhere (Figure 4.5). However, only 2% testified that they are safe in and around the toilets. This response indicates that the toilets and the surrounding

areas are the least safe place. Finally, 16% stated that they did not know where the safe places are. I concluded the following as possible reasons for the students represented by the 16%: 1. Are not sure of any safe place in the school; 2. Have never experienced unsafe things at any of the locations captured by the research question; and 3. Are not in a position to provide an answer or they have simply ignored answering it by selecting this option. If a school were to be seen as safe, all areas within the school boundary must be conducive for its students to learn, play and stay without any form of intimidation, violence, threats and risks. However, a safe school is the reflection of the level of its discipline among its members.

5.2. Level of discipline at the schools

From the direct lived experiences and views of the students, many participants reported that very high levels of student discipline were evident and prevalent in both schools (Figure 4.6). However, various authors have argued that most schools are no longer safe for students, especially girls who are more vulnerable because of lack of student discipline (Herr & Anderson, 2003; Harber, 2004; Smith & Smith, 2006). On the contrary, the findings of this study revealed that the two schools (JPIS and IPS) experienced reasonable levels of discipline (Figure 4.6). According to Figure 4.6, 87% of students confirmed that there is a high level of discipline experienced in their school. Yet 14% claimed that they see no discipline. Discipline is a systematic instruction to train students to follow the school's codes of conduct, policies and rules. Turner (1973) emphasised the importance of discipline by school leaders as a measure to stop violent behaviour especially in the absence of direct supervision. Rigby (2010) listed several disciplinary approaches including:

- . Have each class compile a list of reasonable rules and guidelines for violence. When more students are involved in the development and formulation of their own rules, acceptance will be more widespread.
- . Apply appropriate punishments to the behaviour.
- . Apply positive reinforcements when the child acts helpfully towards another child.
- . Invite parents and talk to the perpetrator in front of their parents.
- . Maintain a rigorous surveillance of children's interpersonal behaviour in the school area. (Rigby, p. 53).

However, I decided to break this data into different sexes to see how girls viewed the level of discipline in the schools as illustrated by Figure 5.2a & b below.

Effectiveness of discipline experienced in the schools by different sexes

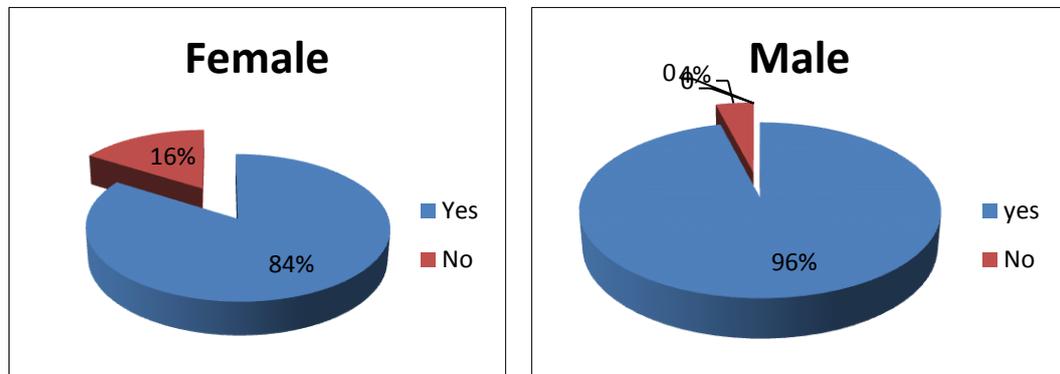


Figure 5.2. Showing effectiveness of discipline experienced by different sexes

According to Figure 5.2, it is evident that discipline is very effective in the schools. In comparison, 96% of males indicated that there is very effective discipline in the school while only 84% of females say there is effective discipline. However, only 4% of males stated that there is no discipline while 16% of females indicated that there is no discipline in the schools. According to Wilde (2002) the effectiveness of discipline and the subsequent level of discipline experienced in the school results from the quality of leadership roles displayed by school leaders and the student leaders. Therefore maintaining discipline by school leaders at the schools demands further discussion.

5.2.1. Maintaining discipline in the schools

Despite certain levels of violence and other discipline issues faced by most schools, it is evident that maintaining and executing discipline was highly prioritised and practised vigorously by the school leaders (Figure 5.2). According to Langley and Jacobs (2006), the level of leadership was fundamental and played critical roles in strategising, reviewing, planning and executing disciplinary measures to instil peace, safety and freedom for everyone, including the girls. Both Langley and Jacobs (2006) maintained that, as school leaders, principals, classroom teachers and student leaders as peer-mentors must engage in extra risk-taking steps to lead their group effectively. They argued: “No matter in which category of leadership we find ourselves, the goals we set should always be aimed at being a successful leader” (p.3) by being champions of tackling violent

behaviours in school. This conclusion is further supported by Wilde (2002): “Schools have authority and obligation to do everything in their power to provide a safe and hostility-free environment” (p.55). The present study also revealed that school leaders have taken a hard stance on violence against school girls. For example, when asked about the status of discipline at IPS, one student leader said:

Yes, since head teacher Mr. Tanda Faith [pseudonym] came to Iarowari Primary School, he really improved the school in terms of its discipline codes, facilities and its academic progress. The school is a well-disciplined school. The school rules and behaviour codes are very strict. Once a student breaks the school rule, behaviour codes or policies, he or she is bound to go before the board of Governors and could be terminated from school (IPS/MSL-70).

The leadership team at the school play crucial roles in nurturing discipline in the school community. Moreover, the data seem to reflect that discipline is about understanding the rules of the school and the community and the consequences when they are broken. The data revealed that offenders were willing to cope with changes and learn from punishments to remodel and become responsible students. This insight is confirmed by a student from the urban school (JPIS): “Because as a student breaks a rule, he/she is disciplined and given good advice and warnings. If he/she does again, JPIS suspends or expels them and all our students are careful about breaking rules” (JPIS/FSL-41).

Discipline that builds on a student’s wish to please the teacher seems more likely to produce a well-behaved, contented child and a less stressed teacher or school leader. For example, one female student stated: “I love Jack Pidik International School because when we do something bad, teachers don’t get a stick and smack us. They try to get us to some quiet places or offices and help us or ask us why we did this” (JPIS/FSt-44). Another student supported that: “Yes. There is good discipline in our school because we have guidance teachers who talk to us for guidance lessons on discipline” (JPIS/FSL-40). One female student from the IPS observed: “Because teachers are quick to correct us if we misbehave and this helps our school a better place” (IPS/FSt-88). Another female student praised the work of the student leaders: “Because the teachers are well aware of the behaviour codes and school rules and enforce them effectively” (IPS/FSt-94). Sound school leadership compounded with appropriate strategies from the school leaders

institute discipline among students. This is a fine recipe for students to pursue their education and excel in their learning.

5.2.2. Choice and competition among schools

Maintaining sound leadership by addressing violence and student behaviour issues in the schools not only promoted girls' safety and freedom but improved the general public perception of some students and parents. This placed huge pressure on the leadership of the schools to deliver quality education in an open and free school environment free from violence and anti-social student behaviour. Hence concepts of competition and choice came into action as alternatives were promoted for the public to choose which school their children, especially girls, would attend (Lauder & Hughes, 1999; Bargh, 2007). For instance, two female students revealed that their parents prefer schools with high standard of discipline.

Yes. That's why my dad wanted me to come to JPIS. Because, at JPIS the teachers and students are well mannered (JPIS/FSL-14).

Because in the previous years teachers say that this school was one of the worst schools in terms of cargo cult but very big thank you to our principal for promoting discipline. Just because of the improvement in student discipline problems, most of my neighbours send their daughters here (IPS/FSt-80).

Thrupp (2007) strongly argued that in order for a school to be successful in terms of increasing enrolment and academic output, effective management practices and implementing appropriate student discipline policies, rules and school codes of conduct are vital. For instance, the study found that despite the state providing free and compulsory education to all primary school age children in compliance of the UN-sponsored UBE policy ratifications, parents and even the students still had choices to make based on their personal evaluations, judgements and perceptions as to which school their children, especially girls, go to.

Seeing this situation from the perspective of the education system in the United Kingdom, United States, Australia and New Zealand where the neo-liberal policy has placed education as a public commodity (Lauder & Hughes, 1999; Codd, 2005; Thrupp, 2007; Craig & Porter, 2006; Bargh, 2007), the performance of a school is subject to public scrutiny. Parents want to send their children to a school that has the culture of performing. Therefore, in light of the current study, the

good news was that despite the existence of minor instances of student violence and behaviour problems encountered, it is evident that the discipline levels of the two schools are fairly good (Figure 4.3 & 4.6). However, the drivers of success in terms of discipline, academic performance and even infrastructures depend on the very school leaders who are behind the schools, as discussed below.

5.2.3. School leaders promoting gender equality

The findings of this study showed that a strong correlation exists between a school that promotes and respects gender equality and the corresponding roles that its school leaders play. Therefore, school leaders are the basis upon which the failure and the success of the school lies (Langley & Jacobs, 2006; Osler, 2006; Ali, 2006; Miller, 2008; Ohsako, 1997; Goldstein & Conoley, 1997; Strachan, 1997), especially in managing issues like VAG/W which is the core of this study. This study revealed that there is success by the school leaders, especially in promoting gender equality and tackling violence and related issues that affect girls in the two schools as stated below:

Because every time we do a wrong like hitting a girl, we face the discipline committee so we don't do such (JPIS/MSt-46).

Because the teachers try their very best to change students' behaviour or character to make us become good citizens of PNG (JPIS/FSL-18).

My school has good discipline because we go to the principal and get expelled or 2 days doing punishment work with the principal (JPIS/MSL-16).

The principal, deputy and the teachers are very good in disciplining students that misbehave (JPIS/FSL-34).

The study further revealed that school leaders were well oriented towards maintaining a decent school by collaboratively addressing issues such as violence against girls effectively. For example, when questioned about school leaders' contributions towards addressing VAG/W, most student leaders and students were satisfied with the effort invested by the school leaders:

Because teachers are quick to correct us if we misbehave and this helps our school [be] a better place (IPS/FSt-88).

Yes. There is good discipline in our school because we have guidance teachers who talk to us for guidance lessons on discipline (JPIS/FSL-40).

The principal, deputy and the teachers are very good in disciplining students that misbehave (JPIS/FSL-34).

Because our teachers always concern over our well-being in the school (IPS/FSt-98).

Because teachers discipline their students to do what behaviours are right and not to do bad behaviours (JPIS/FSt-23).

Yes. The discipline here is great. Teachers tell off students directly what they are doing is wrong or right (JPIS/MSt-13).

Because teachers always discipline students and discourage students from doing bad or silly things (JPIS/FSL-19).

Because the teachers are well aware of the behaviour codes and school rules and enforce them effectively (IPS/FSt-94).

Because teachers always discipline us and this school is always a discipline school (IPS/FSt-96).

Alongside school leaders, student leaders and students were also very instrumental in promoting discipline and peace in the schools. This is confirmed by one of the female student respondents: “Because if a student breaks rule, the student leaders [SRC] bring him or her to the administration and lay appropriate charges. So the students know the penalties so they behave well here” (IPS/FSL-59). Another student expressed a similar sentiment: “Because our student leaders are involving themselves and also rest of the student body into religious activities, which makes our school a very well-disciplined place” (IPS/FSt-84). This type of approach is captured in literature as shared leadership, where the principal, deputy principals, senior teachers, teachers and student leaders take ownership of issues such as VAG/W by working together (Bell, Thacker & Schargel, 2011). For instance, Bell et al. (2011) further contend that: “When shared leadership is exercised, student learning goals can be accomplished quicker and more effectively. Furthermore, the overall school environment will have a greater sense of unity and purpose” (p.11). However, in order for school leaders in the school to practice shared leadership, they must be fully aware of the policy relevance that provides the foundational basis for all school leaders to promote gender equity in education by denouncing such acts like VAG/W in schools. Thus, school leaders’ understandings of UBE and its tenets are worth examining further.

5.3. School leaders' understandings of UBE and Gender Equity policies in education

I was of the view that school leaders would address VAG/W appropriately if they understood all facets of UBE policy and its significance. Literature indicated that policies on UBE and gender equity are the cornerstone and building blocks for many countries that ratified a commitment to advance the participation, protection and engagement of girls and women in all spheres of development, including education and schools (Morti & Cuklanz, 2009; Abby, 2002; Bradley & Kesno, 2001; National Department of Education (NDoE), 2009). This study revealed that all the school leaders were fully aware and understood well the concepts of UBE and other gender equity policies. Subsequently they became responsive to such policies and conventions by promoting the equal participation of females in education, especially for school-age girls to attend schools in a milieu that is free from violence (Modaly & Goddard, 2006; Terry & Hoare, 2007). The literature also indicated that various leaders in PNG at the bureaucratic and the political levels have been instrumental in ensuring the successful alignment of UBE and Gender Equity policies into national development agendas, platforms, strategies, frameworks, visions and goals (National Department of Education, 2009; National Department of Education, 2002, Gender Equity in Education Policy; National Executive Council, 2009, Achieving Universal Education for a Better Future: Universal Basic Education Plan, 2010-2019, 2009).

School leaders in this study were well aware that PNG is not free from violence and its related issues of gender inequality (Hermkens, 2008; Kewa, 2008). For example, in explaining what the UBE policy meant to them and how the leaders of the two schools had responded to handle VAG/W, they noted:

Basically it means every child, regardless of whether they are male or female needs to go to school in order to acquire the basic skills of learning required at those age levels. And for learning to take place, teachers and school leaders need to effectively facilitate and impart the learning and development of the basic skills at those age levels. Basically that's what universal basic education means and that is to facilitate the learning of the three R's that is basic Reading, wRiting and aRrithmetic (IPS/M/HT-1).

It means education for all citizens especially the children from elementary school age to grade 8 level for both sexes. It's a right for them to have access to and get educated

up to that level and after that those aaah... who have the brain to continue on to the higher institutions can go but the unfortunate should have the knowledge to go back to the village and make use of the environment using the basic skills and education acquired (IPS/M/DHT- 2).

Universal Basic Education to me means that every child's right to have education. It's not a privilege of the rich, but it is basic right of every child in the world to be taught and educated (JPIS/M/DP- 1).

To me Universal Basic Education policy is just the overlying idea of what education is and the basic standard of what should be met academically and socially and emotionally. It means education is very important to everybody, to learn and get jobs like teacher to better themselves in later part of their lives. Therefore the PNG government has policies that give everyone the right to education at the right age level. Therefore every parents and governments should make education easier for kids to access and attend (JPIS/F/T-2). *Indent to finish here*

Clearly the school leaders had an adequate understanding of the UBE policy and its significance for every school age child in PNG and saw themselves as agents of change to address VAG/W and other anti-social behaviours like harassment of girls. Such level of understandings were relevant for school leaders to view education as not a right of males only but everyone's right, as explained below.

5.3.1. Girls' rights to education

The school leaders and the students fully understood the importance of every girl's right to education irrespective of their sex, religion, ethnicity, tribal affiliations and nationality. However studies showed that PNG is still far from fully achieving its goals of universalising basic education as targeted by 2015 (National Executive Council, 2009). The good news as per the findings of this research indicated that most respondents (Figure 4.7) and the interview responses below (JPIS/F/T-2 & IPS/M/HT-1) stated that girls have the rights to pursue education free from being harassed, violated or threatened either physically, sexually or psychologically. Several authors have also recognised VAG/W as a challenge that requires everyone's attention if girls and women are to pursue schooling in an environment that is free from all forms of the violence and anti-social behaviours that thwart their freedom (Miller, 2008; Moore et al., 2008; Bhana, 2005; Lakeman, 2005; Parrot & Cummins, 2006; Terry & Hoare, 2007;

New Zealand Education Review, 2012; Winslade & Williams, 2012; De Wet 2007; Piotrowski & Hoot 2008). As shown in Figure 4.7, 66% of the respondents agreed that girls have rights to education equal with boys, while 25% indicated that education is sometimes the right of girls. The findings from the interviews with the four school leaders are also reflective of the above trend where all indicated that girls have the right to education. For example, when a teacher was asked whether education was a right or a privilege, she responded:

Everybody has the right to education no matter who they are or where they are from, or whatever colour they are, or what race they are and what gender they are, it's the only way that people can go and better themselves. And so the standard for everybody should be the same and everyone still deserves the same basic opportunities. No one should be denied their rights due to any circumstances like school fees, sex, tribal fights, accessibility, classroom spaces and ethnicity (JPIS/F/T-2).

However, literature revealed that some schools in the remotest parts of PNG experience problems in delivering basic education proficiently (Kewa, 2008; Kilavanwa, 2004; Kukari, 2011). It was confirmed that despite the fine and beautifully crafted government education policies, the delivery aspects of education services is what mattered most. When education is not delivered to masses of the school-age children, the educational right of every child becomes a privilege as referred to by the head teacher below:

I would say that it can be both right and privilege. Privilege in a sense that if the facilities are available within the community, it's a privilege and it's a right for everyone to make use of that privilege. However, in too remote places where there is no school accessible, children are so desperate to go to school, but the opportunity is not provided. In other words, education is the right of everyone or child, but then it becomes an opportunity because of accessibility. The government fails miserably to make sure that everyone realises their full potential by getting educated, there are not enough services, schools and infrastructure [thereby] denying their rights to education (IPS/M/HT-1).

This head teacher also highlighted practical examples of difficulties faced in some of the remotest schools in PNG where the government presence in terms of road infrastructure, electricity, health and, most importantly, educational services are dead or dormant. Colin (1986) noted that governments need to play active roles in

leading, facilitating and promoting equal education opportunities by investing in school infrastructure, roads, teacher training and staff development initiatives, teaching aids and kits if the government were serious in seeing the agreed or ratified policies become reality. Therefore, the realities reflected by these findings indicated that policies are mere plans of actions or guidelines adopted by a state. What mattered most were the effective implementations and realisations of those policies by the government investing heavily in the policy-enabling factors as enlisted above by Colin (1986). Also, the students' understandings of the school rules, guidelines, codes of conducts and the policies had some influence on the way VAG/W was committed by the perpetrators, a finding worth discussing.

5.3.2. Students understanding of the school rules and codes of conduct

The findings of the study also confirmed that students were well versed in the school rules, policies and codes of conducts and the subsequent penalty attached to each rule if they failed to comply. It was evident that the rules and codes set the standard by which individuals within the school measured their relationship with others and helped achieve the broader national policies and goals as envisaged in the government's policy frameworks (National Executive Council, 2009; Department of Education, 2002; Strachan, 1997; Galbraith, 1998). According to Galbraith (1998), policy directions are reflected in the schools through formulation and implementation of relevant school policies and rules that deal with issues that help advance girls' participation in education. For instance, school leaders handle issues like VAG/W through the adoption, formulation and implementation of policies and rules that are in consistent with the government's bigger policies like the UBE policy (Cohen, 2006; National Department of Education, 2009) and the gender equity in education policy (Department of Education, 2002).

According to Strachan (1997) it is important to formulate strategies and policies that seek to accomplish equitable education system for girls since these strategies have the potential of improving educational outcomes. Others have concluded that these policies help narrow the gender disparity in education and challenge violence as the lethal ingredient to suppressing girls' participation in schools (Osler, 2006; Ali, 2006). Ali (2006) further argues that it is the sole duty of all stakeholders of education to develop suitable and relevant policies and strategies that will embrace and cherish a peaceful environment for girls and women to

pursue education. The study found that there was a good understanding by the students of the school rules and codes of conduct that fostered a favourable school environment for girls to study without harm, risk or threats and violence of all forms. These understandings are represented in Figure 4.8 in Chapter Four.

According to Figure 4.8, 62% read the rules and understand them while another 16% indicated that they understand the rules because teachers read to them. Eleven per cent indicated that they have read the rules but do not understand and 10% have never read nor understood them. It is also evident (Figure 4.8) that in the process of disciplining the students, teachers played a central part in reading the rules to them, as shown by the 16% who indicated that teachers read to them. In the work of Southworth (2004), it was established that to manage violence and other student discipline issues more effectively requires teachers to play a key role of executing effective communication in disseminating school rules and other behaviour-related policies to all students. Goldstein & Conoley (1997) suggested three ways by which teachers can help their students learn and understand the school rules:

- . Plan and develop the few rules as possible based on the needs or the discipline issues mostly confronting the school.
- . Teach and train the students on the school rules on repeated occasions.
- . Reduce teacher prompts and feedback gradually as the desired behaviour for activities become habitual (p.100).

Therefore, teachers constitute the most valuable asset of the school leadership panel in instilling discipline among students by facilitating a conducive atmosphere in which students can access, learn and understand the rules. According to Bell, Thacker and Schargel (2011) teacher leadership starts with the continual provision of an effective dialogue by delivering consistent reminders and soliciting ideas from all staff for finding the right path. However, Rogers (2002) further argued that “using teachers’ power to control the situation and shape the discipline language, the context and the choices is never easy” (p.14).

Therefore it is recommended that leaders need to build on the current progress by giving greater prominence to girls’ rights to education regardless of their sex.

5.4. Views on various forms of VAG/W and how they are resolved

This study found that all participants had varying views on various forms of violence against girls, as reflected in the different responses that they provided. The students' understandings nurtured efforts towards fostering gender equity and respect for girls. While their understandings of what constituted VAG/W were quite diverse, many students had heard about the concepts either from their school teachers, school experiences and other sources of information available to them like the Behaviour Management Booklet. In this section I am going to discuss how they thought or talked about violence, the forms of violence they experienced and the perpetrators of violence.

Students provided appropriate understandings of the term VAG/W despite minor discrepancies. These students were confident in their definitions of the concepts of violence against girls. Examples included:

VAG is to abuse girls verbally with bad words, physically, sexually and to look down on girls (IPS/MSL-61).

It means girls are not respected by their opposite sex, which results in certain behaviours that hurt or risks girls' freedom in the school (IPS/FSt-84).

Also, some extreme forms of violence were discovered.. Another female student defined violence against girls as: "Males inflicting pain on females and they seem to dominate everything and girls just give in without a fight. It sucks big-time, if you ask me to explain" (IPS/FSt-78). According to literature, 90% of violence committed is against girls and women (Hoffman, 2005). Terry & Hoare (2007) confirm that most perpetrators of violence are males. A quarter of the respondents included terms like bullying, harassing, swearing, hitting, beating, kicking, pushing, stealing, yelling, shouting, isolating, assaulting, fighting and bashing in their definitions. For example, one student defined violence against girls as: "It means injuring, raping, fighting, inducing, bullying and abusing the young girls at the school" (IPS/FSt-96). Another student also went out of the context of teachers and students in the school by including parental abuse and violence. IPS/FSt-94, for example explained: "It means girls being harassed by a male or been bashed

up by their parents.” Another defined it as: “Cause physical, sexual and emotional damages to girls” (JPIS/FSt-28).

However, very interestingly, the study revealed the exertion of force by senior boys on junior boys and girls and senior girls on junior girls to smoke drugs or marijuana. For example, it was reported: ‘Young boys or men usually force girls to do nasty things like smoking drug or marijuana’ (IPS/FSt-88). This is a new form of violence in PNG, one that is fast becoming a social norm because of peer pressure and influence, despite government laws declaring drug-taking illegal or unlawful. The situation worsened whenever students took marijuana with home-made beer and the government has now restricted the importation of yeast to PNG, an ingredient used by students to ferment or brew alcohol. International literature (Miller & Gold, 1989; Rootman & Smart, 1985; Terry & Hoare, 2007; Register & Thies, 1993; Goldstein & Conoley, 1997) has captured the dangers of school violence due to use of marijuana by school students. However, in PNG more awareness is needed in schools about this increasing form of violence and perhaps specific research into it. In summary, the relevant authorities of education, including the school-based leaders and students, need to work in collaboration with student leaders to raise awareness and help stifle this growing trend.

5.4.1. Forms students experience in the schools

The study established the following forms of violence reported in the two schools: yelling/shouting, swearing, stealing, fighting, bullying, hitting, deliberate isolation, assault and rape. Many other studies also confirm that violence comes in various forms with wide impacts (Morrell, 2002; Bhana, 2005; Johnson, 2009; Linares et al., 2009; Bester & du Plessis, 2010) which Terry & Hoare (2007) sum up as physical, sexual and psychological violence. This study reflected the findings in the literature in terms of the forms of VAG/W (Figure 4.9).

According to Figure 4.9, 40% indicated that yelling and shouting were the most common form of violence experienced by the participants. This was followed by swearing (25%) and stealing (10%) (Figure 4.9). The insight of one headmaster illustrated how subtle forms of violence played out:

You know, they [girls] are walking past and then you whistle. Even the whistle, that is violence against girls or even a male [both students and teachers] saying hello may be good but you just mean something different behind it. For example, greeting them

with a wrong or different intention, is already violence ... even going and poking them on the bottom or what, even scratching them, all that is, ah, violence (IPS/M/HT-1).

There are more subtle acts that are outside the normal or formally known forms of violence (Figure 4.9) common in most schools yet unnoticed. It seemed important to seek clarification or more detail on participants' personal experiences of the forms of violence. In this study I found that swearing, a verbal form of violence, was endemic at IPS, with such words like 'Sina Gagai' (Motu language) which denote 'sexual intercourse' in English. Also the term 'Kaikai Kan' (Pidgin) was reported as another common word, meaning "eat yours [vagina]" (IPS/M/HT-1). So these are common words of violence, especially against girls in the school.

5.4.2. Understandings and experiences of VAG/W

Most students do experience some form of violence. According to Figure 4.10, 65% of the students indicated that they experienced some form of violence. Another 36% stated that they never experienced any form of violence. It is important to separate these 'yes' and 'no' responses, to examine what each gender has to say based on their lived experiences. The next bar graph (Figure 5.3), illustrates the number of male and female students who experienced violence.

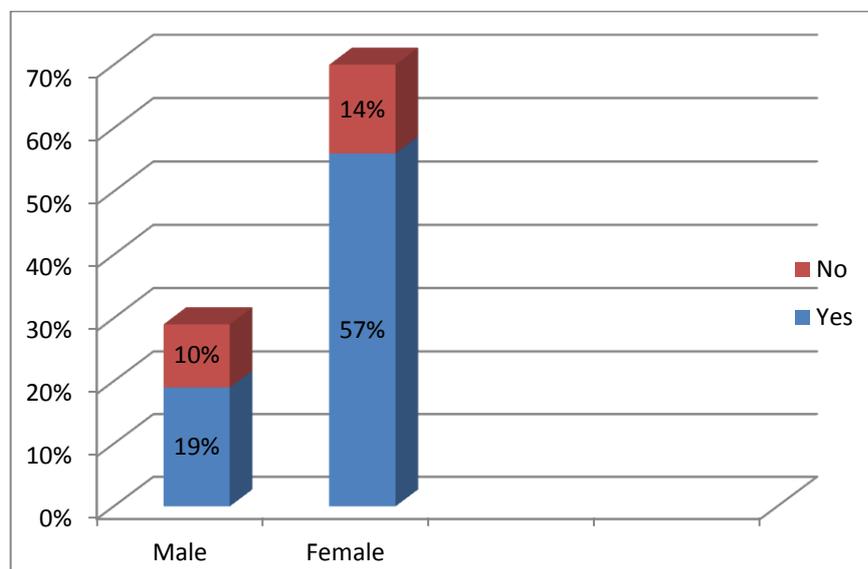


Figure 5.3. Number of male and female students experiencing violence

The study showed that 57% of the females indicated that they experienced some form of violence in the school compared to only 19% males. While 14% of the males stated that they never (No) experienced any violence, a mere 10% of the

females indicated that they never (No) experienced any form of violence in the school. From these statistics, the 57% of girls experiencing violence in comparison with the 19% of males, is a clear indication that girls are more subject to common violence than male students. This is also confirmed by Hoffman (2005) that most girls in schools experience violence, more so than male students. The study further explored and established the main causes and perpetrators of violence experienced by the students (Figure 4.11).

5.4.3. Perpetrators of violence

Most of the perpetrators of violence are males against girls. Studies confirm that 90% of violence is committed against girls and women (Hoffman, 2005) and most perpetrators of gender-based violence are males. This study also found that almost more than half, 62%, of the perpetrators of violence were males (Figure 4.11). This statistic is further explained by the interview data, that of those male perpetrators, the transfer-in students were reported by the head teacher of IPS as the most violent:

In order to avoid enrolling violent students, myself and the headmaster have made it as a requirement for each transfer in student, especially males to come with a valid transfer card, birth certificate, academic transcripts, and character references from the class teacher, headmaster and a religious pastor or priest stating his or her character.

But today in PNG societies, we live multicultural societies, the lifestyle is changing and people are more or less coming to accept each other, but at the same time, they are also being violent to each other. So naturally the girls who continue to be violated by the opposite sex the violent trend even in the modern world will continue. We read in the papers of women murdering their husbands, over man having affair with another woman, and also PNG society we are not different to other countries. We have it the Papua New Guinean style (IPS/M/HT-1).

The study indicated that apart from the males, girls were also perpetrators of violence in the two schools. This study reflected that 37% of the students stated that girls were perpetrators of violence (Figure 4.11). This view of girls emerging as more violent was held by Walls, Kane and Wisneski (2010) and categorised as Gender-Based Violence (GBV), in which females perpetrate violent acts against weaker and junior females (Merry, 2006; Terry & Hoare, 2007; Lakeman, 2005). Winslade & Williams (2012) and Goldstein, Young & Boyd (2008) presented bullying as an example of a form of violence where girls act together with boys.

They further argued that bullying by girls need not involve physical violence; when practised by girls, there is often little overt physical violence. Winslade and Williams (2012) referred to such acts as “relational aggression” (p.122), involving such acts as “repeated teasing, mocking, name-calling, put-downs, social exclusion and deliberate isolation from friends” (p.122). This implied that in terms of VAG/W encompassing physical, sexual and psychological harms done to girls in schools, males were the greater perpetrators compared with the females who constituted only 37%. However, this is also a significant proportion of the perpetrators and, interestingly, the study showed an equal violent group of females in the two schools under study.

In summary, the study implied that males were the significant perpetrators of VAG/W. The study also revealed that girls are part of the problem of perpetration, too, as opposed to males who are traditionally perceived as perpetrators of most VAG/W in the PNG cultural contextual settings.

5.5. Reporting and actioning

The victims of VAG/W were selective in their reporting of violence. In such a situation the role school leaders play in conjunction with the procedures and processes of reporting that are put in place is vital. Various authors have reiterated such needs and called for greater leadership efforts and interventions (see for example, Bisikaa et al., 2009; IRIN, 2012; Ione, 2012; Kewa, 2008; Hermkens, 2008; Winslade & Williams, 2012), especially in structuring a well-informed step-by-step approach for victims of violence to utilise when seeking help (Langley & Jacobs, 2006; Ohsako, 1997). This is further supported by Wilde (2002): “Schools have authority and obligation to do everything in their power to provide a safe and hostility-free environment” (p.55). Therefore school leaders are the most convenient people to whom the victims of violence could/should immediately report.

At the same time school leaders at IPS reported that the girls sometimes misreport experiences and instances of violent situations and abuses to the school leaders, particularly the head teacher and his deputy (IPS/M/HT-1). “In my school we have girls who have never come to us openly of what has gone wrong at home but parents have come and spoke to me about the problems that their child has gone through” (IPS/M/HT-1). However, this study indicated that 47% of the victims of

violence bypassed the school leaders by reporting incidences of violence to their parents (Figure 4.12). Another 15% indicated their teachers as the next immediate and reliable person they report to. Fourteen per cent indicated reporting to the principal while 9% stated student leaders.

Although each leader handled issues of violence well, even more is required in the areas of building trust between the victims, especially the girls, and the school leaders. The victims of violence, girls especially, should feel more comfortable about approaching or reporting their problems to the school leaders who are on the ground five days a week rather than allowing them to go back to their villages and homes, to parents who have no contextual knowledge of the school and its problems. Also, capable leadership is fundamental to the fostering of a strong school culture that embraces the elements of cooperation and respect for girls' rights to education by ensuring that the school environment is free from violence (Artz, 1999). According to Langley and Jacobs (2006), much can be achieved through the formulation of reliable, easy and step-by-step processes by which the students can convey their problems to the school leaders. This data places enormous pressure on the school leaders to reverse the current trend as students must see the teachers and the school leaders as the alternative and on the spot parents to report incidences of violence to rather than reporting to their real parents who are miles away from the place of occurrence (the school) of the incidence or violence. This demands that school leaders play key roles in the schools to administer instances of violence more faithfully and prudently. According to Miller (2008) the need for school leaders to become effective managers in tackling VAG/W in schools requires devising appropriate and workable strategies that would create safer schools for female students. However, the data also confirm that, "they are fair and handle behaviour strictly according to the school rules. Because they are very effective especially, the reporting system we have in the school" (IPS/FSt-88).

5.5.1. Effectiveness of school leaders in addressing violence at school

The study found a perception that sometimes the school leaders just become complacent in handling VAG/W by not doing enough to fulfil the wishes of the students. For example: "Not really. Teachers don't look at the behaviour of the whole school but usually get on students from certain provinces whereas other students are really disobedient but pretend to act really well in front of the

teachers” (IPS/FSt-84). In the work of Southworth (2004), it was established that to manage violence and other student discipline issues more effectively requires a teacher’s full knowledge of the facts surrounding his/her students. Despite this student’s views about certain weaknesses, as stated above, overall the study revealed that there is a strong leadership will to address VAG/W as demonstrated by the school leaders. This statement is illustrated and further confirmed by the number of “yes” responses: “They handle it very well, excellent” (JPIS/MSL-9). Another male student respondent stated: “Because when anything happens, teachers act quickly and they don’t prolong it” (JPIS/MSt-13). This view was supported by a female student: “Because they always put their eyes on students so that they won’t do silly things and get hurt” (JPIS/FSL-19). Another female student stated; “Because all of them play their part in correcting students by advertising not to do what is unwanted by the school” (JPIS/FSt-32). A male student commented: “Because our school leaders normally react very quickly to any discipline issues very well” IPS/MSt-58

It is encouraging to note that school leaders of the two schools employed collaborative approaches in addressing VAG/W and other behaviour-related issues, as further confirmed by Figure 4.13 in Chapter Four.

The results shown in Figure 4.13 revealed that school leaders were very effective in their handling of violence and other behaviour issues. It is indicated that 40% of students strongly believed that there is very effective leadership maintained by the school leaders in handling VAG/W. Others shared similar sentiments, with only 1 % indicating that they felt it was ineffective. Therefore, despite some negative aspects of findings reflected earlier, it appeared that, generally, school leaders including teachers managed well VAG/W, as further discussed below.

5.5.2. Importance of teacher leadership in tackling VAG/W

Most teachers really valued the notion of girls’ right to education. According to the literature, teachers play very significant leadership roles and their efforts are well applauded in the literature. Southworth (2004) established that apart from the principals, head teachers and deputies, teachers are the very focal and key point of contact for consistent leadership in the everyday activities of students. Rogers’ (2002) book, *Teacher Leadership and Behaviour Management*, upheld the notion that giving more prominence to teacher leadership significantly improves general

student behaviours in the entire school. When asked about how teachers react to reports of bullying and other violence acts, students responded: “They promptly approach the bully student and discipline him” (JPIS/MSt-13). A female student further stated: “They quickly get that violent student and talk to him/her right away” (IPS/FSt-57). Others expressed support: “They always try their best to help calm the situation” (JPIS/MSL-15); “Yes. Because teachers don’t waste time but act immediately” (IPS/FSL-79); “Teachers act very quickly by punishing the boy” (JPIS/FSL-29).

Several authors have argued that violence is an issue that demands every teacher’s attention as it has the potential of ruining the physical, emotional and social well-being of a student (Miller, 2008; Ohsako, 1997; Goldstein & Conoley, 1997). For example, Ohsako (1997) further stated: “Violence cannot be overcome by avoiding it, or simply condemning it as immoral: it can only be coped with by managing the problem” (p.7). This notion is further supported by Rogers (2002) who emphasised teachers’ central role of addressing violence is by engaging in consistent leadership control over the students. The findings indicated that most teachers handled issues of violence well and a majority of the students agreed that teachers were very active in addressing violence and its related issues. Only two students did not fully appreciate the efforts of their teachers’ attitudes towards handling violence.

Sometimes they [teachers] don’t respond favourably so you have to tell them repeatedly for them to respond (JPIS/FSL-38).

Sometimes respond and sometimes no (IPS/FSL-97).

However, Rogers further argued that “using teachers’ power to control the situation and shape the discipline language, the context and the choices is never easy” (p.14). In reference to this study, one way for teachers to become effective managers in tackling VAG/W in schools is by devising appropriate and workable strategies (Miller, 2008) that would create safer schools for female students.

5.6. Practices, policies and approaches to tackle VAG/W in the schools

This research was carried out in PNG, a highly patrilineal or male oriented country with 800 different languages and cultural groups. In such a situation, VAG/W is intimately linked to deeply entrenched social norms such as values, beliefs, attitudes, behaviours and practices, making it extremely difficult to address. Despite these challenges, this study confirmed that school leaders have understood well that addressing VAG/W is a central goal and they have embraced appropriate approaches and policies to tackle VAG/W at their schools. These need further investigation.

5.6.1. Approaches utilised to address VAG/W in the two schools

The findings of the interview data showed that school leaders have applied varying approaches in their quest to address VAG in the schools. According to literature, school leaders significantly utilise multi-faceted approaches like school policies, codes of conducts and social inclusion and behaviour polices and rules to addressing VAG/W so that girls get a fair chance of pursuing a basic education without fear or favour (Southworth, 2004; Marshall & Oliva, 2010; Rogers, 2002; Bell, Thacker & Schargel, 2011). However, the most notable and vital approach used was the school leaders' ability to be receptive and fast to act in situations of violence (JPIS/M/DP-1). For example, in explaining how school leaders applied different practices to tackle VAG/W, one interviewee noted:

In any situation of student violence, we rely on the idea of acting urgently and quickly. If we hesitate and we don't do something when there is an active violence, then it can get out of hand. So I guess our practices of acting promptly and quickly, bringing the parents in and dealing with issues straight away, this has reduced any violence that we do have which is rarely here anyway in the school (JPIS/M/DP-1).

The school leaders are confident that the way they manage VAG/W is effective, especially the dissemination of information on school policies and rules. For example, one of the school leaders of JPIS stated:

I think the policies and its subsequent rules are very strong. Every time we remind the kids of the policies and rules in the assemblies, class time, class patron time and even

we issue copies of school rules to them so they are well prepared and aware of the existing rules at JPIS (JPIS/F/T-2).

The data also revealed that the school leaders have centralised the business of tackling violence by consistently announcing processes on a regular basis as noted below:

We constantly make announcements at the assemblies, during which time we address any problems that we see or come across Assembly times are Mondays, Wednesdays and Fridays 7:30-8:30 am. At the same time teachers also address the behaviour problems at their classroom level and at the school level. I am the head of the disciplinary committee. Also our constant dialogue with the kids' parents and all other stakeholders are working very well. Important thing is we address it as soon as it pops up or seen or reported. We don't leave it up to the next stage (IPS/M/DHT-2).

The data also revealed that IPS has a well-structured committee and established boards headed by the top-level school leaders to address VAG/W in a more systematic and consistent manner:

We have a disciplinary committee here with the deputy head teacher as the key figure who addresses violence and any other disciplinary cases. He is the teacher in charge of the committee. Also we have a base level teacher assisting him. I am the head that looks into issues when there is a very serious violent or disciplinary problem beyond this committee's powers to resolve. The highest level is the school board's disciplinary committee headed by the IPS Board of Governors (BOG) Chairperson to address those issues once and for all. This committee and board not only address issues and violence against girls and females but all students having behaviour problem, even teachers too (IPS/M/HT-1).

The above disciplinary committee structure of IPS can be represented diagrammatically in this way.

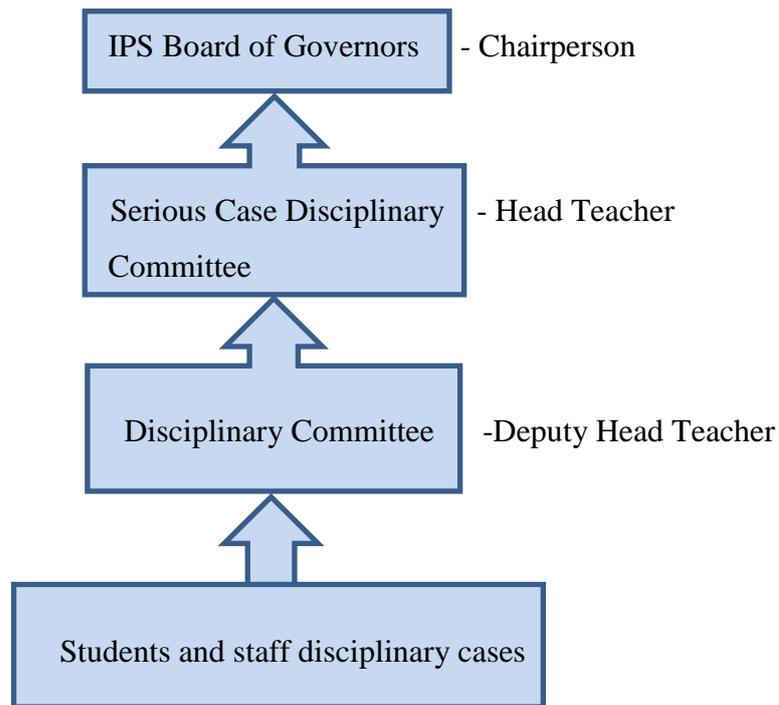


Figure 5.4. IPS Disciplinary Committee structure

Finally, the deputy head teacher of IPS used to address VAG/W by telling the male students:

We all have female relatives in the house like the mother who did all the work for us. Because of her we are here at the moment. No mother - no life for you and I. And we also have sisters, aunties and grandmother in the house. And my question to them is: “Do you respect them?” If they answer ‘yes’, then I tell them, these teachers we have in the school are our mothers, grandparents, our uncles, aunties and parents. The girls we have are our sisters. Use our mentality not to be violent to girls. When you have a problem, these girls will one day help you out with, say, one question in mathematics or English, and you will always remember that (IPS/M/DHT-2).

Such an approach of using the family model to illustrate to boys the importance of girls’ safety in the school is very crucial.

The findings from the interview and survey data confirmed that the leaders in the two schools were very vigorous and proactive towards managing violence in their schools. In support of the school leaders’ views captured in the interview data above, the survey data also revealed similar views shared by the students (Figure

4.14). Most of the students believed that there is effective management of VAG/W by the school leaders. For example, according to Figure 4.14, 49% revealed that there are effective school rules and reporting systems in place and another 38% of the students stated that the school leaders imposed strong behaviour management rules regarding VAG/W. However, based on the findings of the entire data, school leaders seem to be employing some effective practices and approaches in addressing VAG/W in their respective schools.

Policy initiatives to address VAG/W: It was also evident that each school leader measured their students' discipline against the school's policies and rules that they formulated so that every student pursued schooling in an environment free from violence and other risky behaviours. For instance, JPIS used the "HIGH 5" as a primary behaviour management model to help promote good behaviours among its students (**Appendix 9**). In addition, one of the notable policies implemented by IPS was the 'Transfer-In Students Policy'. To avoid enrolling violent and undisciplined students transferring-in from other schools, tougher screening processes were put in place to pin down students with fake transfer cards as they were found to be the most violent students. In this case, all transfer-in students were required to produce proper documents like birth certificates and police clearance certificates to ensure the leaders were enrolling genuine students with good behaviours. To conclude, an extract of the interview below reflects the summary of the approaches undertaken by the school leaders at IPS to address VAG/W at IPS:

Exactly, we have rules in the school, and the summary of all the rules is to respect each other regardless of sex, colour, age and ethnicity. Based on that our motto for the school is "respect, obey and cooperate for high standard". So with those three words, we say a lot of things. And so we tell them, we co-exist together as a family. The way we see the girls is like the way we see the boys. We have equal opportunities for both boys and girls, and make sure both must participate equally without fear or favour in all school-organised activities (IPS/M/DHT-1).

The findings reflected effective and workable policies and rules employed by the school leaders to address VAG/W.

5.7. Summary of the Chapter

This chapter discussed the main themes and points that emerged from the data collected and analysed. The study's focus was on the effectiveness of school leaders in addressing violence against school girls/women and its relevance for the government's UBE policy implementations in PNG. The study involved a total of 105 participants made up of four school leaders from two schools and a total of 101 students who participated in the survey. Their interview and survey responses were integrated and discussed in reference to various themes and sub-themes that emerged from the data analysis and related literature. In this discussion, six major themes emerged in relation to VAG/W and one related to the research process itself.

Firstly, the research found that most students, particularly more males, felt safe in the two schools. Most girls regarded the toilet area as not safe in the school. Secondly, despite minor discipline issues, in general there was a high level of discipline management experienced in the two schools, both of which had a thriving school leadership. Thirdly, school leaders were well aware of, and had complete understandings of, the facets of UBE and other Violence and Gender Equity policies in education. Fourthly, the research showed that all participants had a fair understanding of the various forms of violence against girls which was reflected in the different definitions that they provided. Fifthly, their understandings enhanced their perception of girls' rights to education and their attitudes towards girls' safety and education were protected. Sixthly, the girls who were victims of violence were very selective in reporting their problems; most girls by-passed teachers and other school leaders by reporting directly to their parents. Finally, despite challenges faced, school leaders continued to undertake critical measures and were heavily invested in efforts to prevent VAG/W. Overall the study revealed that there was strong leadership will in addressing VAG/W as demonstrated by the findings of this study and most teachers really valued the notion of girls' right to education. In the final chapter I will put outline of the implications from the study and suggestions for the future.

CHAPTER SIX

CONCLUSION AND IMPLICATIONS OF THE RESEARCH

The findings of this study have put into perspective the work of school leaders in two schools deemed successful in working towards universal basic education for girls by addressing VAG/W. The thesis has done this by highlighting some of the current practices and policies the schools work with and how they handle VAG/W. This study was carried out within the two schools, JPIS in NCD and IPS in the Central Province, PNG. However, while the findings may guide specific practices at the schools involved in the research, I would suggest they also provide an important point at which to begin further discussions, changes of practice and policy in other schools and the education system, and ongoing research that builds upon these findings. The utilisation of the three data collection methods such as semi-structured interviews, surveys and the document analysis gives this study some level of trustworthiness and credibility. The relatively small data set can also be seen as a limitation and further research is needed in this area to establish a more nuanced research base related to this study, but across PNG schools. Other limitations and other issues that constrained me from carrying out this study are captured in Section 3.5.

In light of the research contexts, I have provided suggestions for the specific schools in the study, schools more generally in PNG and for the broader field of education including the government and future research agendas. It appeared that although the students understood the concept ‘safety’ well, there is still more work needed as girls’ safety was not fully promoted (Section 5.1). Whilst significant number of males indicated feeling safe, a significant proportion of females still felt unsafe. For example, girls were not 100% safe in such areas as near the toilets, near the gates and around the sports fields. Moreover, it is a big problem that nearly 50% did not say they felt safe in the classroom (Section 4.1.3) in contrast to the 30% who indicated feeling safe everywhere. Also, despite a high number of positive responses from females feeling safe, when compared to males it seems that girls’ safety and freedom is not at equilibrium with boys. If a school were to be seen as safe, all areas within the school boundary must be conducive for its students to learn, play and stay without any form of intimidation, violence,

threats and risks. Thus, this situation of nearly half not feeling safe in the classroom (Section 4.1.3) calls for a further investigation as to what it means for girls to be safe and why they do not feel safe; the promotion of more awareness-raising about what safe learning environments in the schools are and how they might be put into practice; and for teachers and students to work towards implementing safe learning environments with on-going reflection in progress. Concrete actions could include: further announcement during assemblies and in the classrooms during class patron times on a consistent or regular basis to recognise improvements on the current situation; anonymously surveying students as to how environments may be made more safe; enhancing student leadership roles so they are more proactive in ensuring positive learning spaces; celebrating and communicating the positive gains in reducing violence and enhancing learning in classrooms; and school leaders to implement existing international frameworks such as CRC (1989), MDGs, EFAGs and UBE by crafting their school policies, rules and codes of conduct out of these broader policy frameworks in order to address VAG/W and achieve equal girls' participation in education.

Most of the students reported that very high levels of student discipline were evident and prevalent in both schools. The study also revealed that strong relationships exist between a school that promotes and respects gender equality and the corresponding roles that its school leaders play. Therefore, school leaders are the basis upon which the failure and the success of the school lies, especially in managing issues like VAG/W. This study revealed that there is success by the school leaders, especially in promoting gender equality and tackling violence and related issues that affect girls in the two schools. The results showed that good leadership is a catalyst for a school to emerge as a well-disciplined one. Therefore, continuity of maintaining sound leadership by addressing violence and student behaviour issues in the two schools seems crucial. This calls for the creation of more partnerships by schools in PNG with outside agencies like Save the Children PNG, the National Department of Health (NDoH) and United Nations International Children's Emergency Fund (UNICEF) to come to schools and raise awareness, run workshops, and undertake further training for the school leaders on issues like violence and how their roles and performance can be further enhanced.

The commonly held views of the school leaders was that they were fully aware and understood well the concepts of UBE and other gender equity policies. School leaders in this study were well aware that, in practice, PNG is not free from violence and its related issues of gender inequality. Such a level of understanding was important for school leaders to view education as not a right of males only but everyone's right irrespective of their sex, religion, ethnicity, tribal affiliations and nationality. This calls for the school leaders to continue playing active roles in leading, facilitating and promoting equal education opportunities for girls by promoting and investing in activities that promote a violence-free school environment, establishing clear rules and outcomes and then educating the students thoroughly. The benefits of such practices need to be communicated amongst schools where VAG/W is not yet seen as a priority.

The two schools in the study were chosen as they were regarded as schools trying to alleviate VAG/W and work towards UBE. Students were well versed in the school rules, policies and codes of conduct and the subsequent penalty attached to each rule if they failed to comply (Section 5.3.2). This created a favourable school environment for girls to study without harm, risk or threat and violence of all forms. Therefore, schools more generally need to hear about how schools such as these attend to VAG/W, and to build on these good practices by working towards creating more favourable environments for girls' learning.

Most teachers were active in helping the students to read and understand the school rules and so, in the process of educating for non-violence, teachers play a central part. Therefore, teachers constitute a most valuable asset of the school leadership by instilling discipline among students, and by facilitating an atmosphere conducive for the students to access, learn and understand the rules. This calls for teachers to contribute as leaders to build on the current progress by giving greater prominence to the dissemination of vital information, such as the school rules, to the students on a consistent basis. At the same time, the positive relationship between teachers and students, and students and students, needs further attention in light of the first concern emphasised at the beginning of this chapter.

However, it was also revealed that the consumption and forcing of marijuana/drug use on junior students by senior students was another emerging problem facing

students. At the school level, this requires the school leaders and students to work in collaboration to raise awareness against the use of illicit drugs by highlighting the disadvantages, especially the negative impact of drug use on students' academic performance. Also the school administration can engage a local police officer from the anti-drug squad and another officer from the National Narcotics Bureau to come and talk to the entire school about the legal implications of using this drug/marijuana, such as imprisonment, since its possession and use is prohibited in PNG.

Although each school leader seemed to handle issues of violence well, even more is required in the areas of reporting systems and building trust between the victims, especially the girls, and the school leaders. The study revealed that nearly half of the students who were victims of violence bypassed school leaders, instead reporting their incidences of violence to their parents back in their village or homes. The role school leaders play in conjunction with the procedures and processes of reporting that are put in place are vital. As school leaders are the most convenient people to whom the victims of violence could immediately report there seems to be work to be done to ensure they are not bypassed. As well, the victims of violence, especially girls, should feel more comfortable about approaching or reporting their problems to the school leaders who are on the ground five days a week rather than going back to their villages and homes to their parents who have no contextual knowledge of the school and its problems. The study raises questions as to *why* students do not report violence to school leaders. However, such a trend might be reversed through the formulation of reliable, easy, potentially anonymous, and step-by-step processes for students to take to get their problems conveyed to the school leaders. This might be practised by encouraging students to work through their student leaders, by creating active systems of reporting through a confidential system of feedback, and/or providing opportunities for students to create what they perceive to be a safer system of reporting. The results from the study places enormous pressure on the school leaders to reverse the current trend as students must see the teachers and the school leaders as the alternate and number one point for reporting incidences of violence rather than reporting to their parents who may be miles away from the place (the school) of occurrence of the incidence or violence.

The findings of the interview data showed that school leaders have applied varying approaches in their quest to address VAG/W in the schools. According to the literature, school leaders significantly utilise multiple approaches like school policies, codes of conducts and social inclusion and behaviour polices and rules to addressing VAG/W so that girls get a fair chance of pursuing basic education without fear or favour. However, the most notable and vital approaches used were the school leaders' ability to be receptive and fast to act in situations of violence. The study also found that the schools' culture of making constant and repeated announcements worked well in the reduction of reported cases of violence. Furthermore, in respect to all the violence and student behavior issues discussed above, if a violence case was beyond the powers of the teachers, it went through an established committee (Section 5.5) to deal with them as appropriate. Therefore, I strongly recommend that the disciplinary committee continue to play the vital role of controlling and addressing VAG/W and other anti-social issues in the schools.

According to the participant schools and literature, this research is the first of its kind, especially on issues that directly affect girls' education in PNG. They have confirmed that the issues on violence and other negative social practices that undermine and suppress girls' education are myriad and complex. Yet no researcher has ever done any work on such issues, especially directly involving the schools and the students as I did in this study. Therefore, despite the study showing good leadership approaches in handling VAG/W in the two researched schools, the data showed that much work is yet to be done to expose and reduce VAG/W in the two schools under study as well as other schools in PNG. According to the data, this situation is further complicated by such problems as cultural embeddedness, lack of government support, poor infrastructure, poverty, tribal fighting, and lack of awareness and publicity to entire communities throughout PNG. While there are many areas such as this needing more work, I think there are two important directions from this current study for further research.

Firstly, one pressing area is further research to understand the extent of practices of UBE and VAG/W strategies in PNG schools, as well as qualitative research between different schools. This study involved only two schools and out of these schools, a total of only 105 participants participated in this study. A further study

needs to be done covering many schools, school leaders and students in schools throughout PNG to get a better understanding of the degree of VAG/W in schools through PNG.

Secondly, although PNG is not free from VAG/W, addressing associated issues seems vital for UBE. Recognising the effective work of policy and school leadership, sharing these stories and continuing to look for ways to improve education equity is a step towards the goal of UBE as agreed to in the formulation of the EFAGs in 1990 and later the development of the MDGs by the UN in 2000 about achieving universal primary and secondary education as targeted. Although further research covering more schools across PNG is required to avoid generalisation, the context of PNG in terms of infrastructure development and human capital development, and the nature of experiences PNG is facing allows this research and its implications and recommendations to go beyond the two schools involved.

Finally, this research was carried out in two contextually very different schools in PNG, located in the NCD and Central provinces respectively. Descriptive statistics, thematic analysis and content analysis were used to analyse the data. The study concluded that school leaders at the two schools were attending to issues of VAG/W in their schools and to some extent effective within their specific context. These schools, and schools within PNG more generally, have a way to go to achieve UBE and alleviate VAG/W but there are certain positive practices from both schools that may be worthy of adoption in other schools where UBE and the reduction of VAG/W are not prioritised.

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Appendices

Appendix 1. Newspaper article on Impacts of Tribal Fights on girls' education

FOCUS

Girls are used to solve tribal fights started by the selfish ambitions and aspirations of the men in the society



Impacts of tribal fights on girls

By PES WILSON

TRIBAL fight is perceived in some parts of PNG as an acceptable cultural phenomenon and is very common in the Highlands provinces.

There are many reasons for its existence, some are well known while others are only known to the fighting parties.

In some, whatever the reasons, tribal fights have direct and indirect social, economic and political consequences on everyone. The negativities of tribal fights range from loss of lives, destruction of properties including food gardens, houses, assets, and other valuables that families possess. Such losses are tangible and visible with much grief and loss suffered by the victims. One negative impact of tribal fights which is often not noticed is its hindrance to girls' education.

Girls are innocent, as most instigators of tribal fights are men who pursue self interests in the society. They fall victim to the situation and their rights to have access to education is hampered by the decisions of the males to engage in tribal fights.

In the Highlands provinces, tribal fights are perceived as a culturally acceptable norm and as a way of releasing tension and pressure. If potential avenues for solving conflicts such as consensus are exhausted.

Hindrance to mobility
Tribal fights are fought on all

ACCELERATING GIRLS



frontiers without any trace to limit and control the scope of fighting. Girls are vulnerable to abuse and injury from walking long distances to schools as some school locations are in enemy territory. Sometimes they travel through valleys, climb gorges and mountains, cross fast flowing rivers and walk along bush tracks to reach their schools. This places them at the mercy of enemy clans. The only alternative is to leave school because their continued security cannot be guaranteed.

Evidence shows that most girls attending school are coerced into leaving due to school fee problems. Parents, relatives and siblings of most girls tend to shift their resources away from investing in girls' education. This does not mean that there aren't resources available. Resources are there but are mobilised to offset the liabilities incurred in tribal fights.

Bondage of girls
In some districts in Enga Province houses or 'hire men' who use contemporary famous actors' names such as Eusebio, Comandao, Chuck Nuriu, and so on, hunt down enemies using

high-powered guns. Armed with thousands of pigs and food items, they are also given exclusive liberty to choose any girl as part of their recruitment package. Stocking also is that some eyes are also included to serve the sexual aspirations of these so-called 'hire men' who can leave the women and in return kill as many enemies as possible.

Therefore, most young men are lured and lured to engage in tribal fights as the economic benefits are enormous. Guns and other harmful weapons are smuggled by some of the 'hire men' who come from the Southern and Western Highlands Provinces. Imagine a situation where the 'hire men' choose girls attending school at the time of the fight. What will be the reaction of the victims who will be traded as commodities to serve the aspirations of the 'hire men, their fathers, and brothers.

Girls used as commodities
Research shows that girls are seen as the means, or used as commodities for resolving peace and creating harmony between enemy tribes. A girl marrying someone from the enemy tribe creates a new relationship between two enemy tribes.

The relatives of the marrying couple see the bond as an important network to benefit in terms of resources, fire, trade, exchanging goods and services, and shifting crops to all weather tribe or cities in a tribal fight. The parents don't regard it as restricting any child's

freedom even if their girls' education is sacrificed. The true value of girls is measured in terms of materialistic gains for the family and the tribe. Girls are valued as a medium for achieving human prosperity. Women and girls facilitate the channelling of wealth such as pigs, shell money, pearls, food, modern money and other goods from a person or tribe to another through bride price payment.

Poor tribes with a big proportion of females engage in tribal fights so as to become rich from the wealth that the girls would acquire through bride price payment.

This will then be used to pay compensation for the loss of lives and properties in the aftermath of tribal fights. Girls, therefore, are used to solve tribal fights initiated from the selfish ambitions and aspirations of the men in the society. Ways to improve girls' access to and participation in education are that:

• **THE Government**, through the Education Department, should devise appropriate strategies through awareness campaigns, and publicity to discourage or minimise tribal fights. People must be encouraged to engage in worthwhile activities which will bring economic gain and social stability. The government should involve this potential labour force in developmental projects so that they can see the gains from these projects which are worth more

than the gains from tribal fights.

• **THE Government** should deploy armed forces to quell the tribal fights in areas of high fighting intensity or declare a temporary state of emergency (SOT) to ease the tension and bring back normalcy in the fighting areas.

• **Tribal fights** are a clear indication of loopholes and vacuum that exists which requires the Government to intervene and make legislative amendments to impose tougher punishments on either individuals or even tribes and clans pursuing tribal fights.

• **THE Gun Control Committee** should be revived and adequately funded so that, among other things, quality advice is given on the imposition and implementation of sensible strategies to confiscate unlicensed firearms possessed by civilians.

One strategy that has worked in the ELMO reward offered by the PPC for Southern Provinces for the provision of reliable and confidential information on the possession of unlicensed firearms.

This resulted in a good number of high-powered guns being confiscated in the province.

Similar strategies could be utilised with proper funding and planning to collectively combat tribal fights in Papua New Guinea and maximise the chances of girls' education.

PES WILSON is a senior researcher in the Education Studies Division at the National Research Institute.

PORT MORESBY CHAMBER OF COMMERCE & INDUSTRY

POMCCI Breakfast

at the
Royal Papua Yacht Club
on Thursday 23rd April,
2009 from 7am to 9am

Fees: Pomcci members - K60.00
Non-members - K75.00

For reservations contact Elena or Leon at
Ph: 7400 0000, 321 3077, Fax: 321 4303
or email the signed contribution to events@pomcci.org

POMCCI extends this invitation to Chamber Members, Members Guests or visitors to Port Moresby. All are welcome but seating is limited so bookings are essential.

To confirm your attendance please complete the acceptance form below and return with your payment to each floor of Moresby Tower.

Our guest speaker:
Commander Will Jamieson
will do a presentation on the
"Papua New Guinea - Australia Policing Partnership"

CONFIRMATION: Yes, I will be attending the breakfast and confirm that should unforeseen circumstances occur where I or my representative is unable to attend, I will honour my initial response and agree to pay accordingly. I understand that the Chamber is charged for the number of meals that it is booked for the breakfast and as such, is committed to pay for my meal regardless of attendance.

Name: Company: Date: Signed:

Thank you for your support
David A. Conn, Bsc, GC, MBE, FMPNG, (General Manager - POMCCI)

Appendix 2. Consent Form for all participants



Department of Professional Studies in Education

FACULTY OF EDUCATION

Te Kura Toi Tangata

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Phone: +64 78384500

Research project: How School Leaders Address Violence Against Girls/Women in Schools and its Significance for the Implementation of Universal Basic Education Policy in PNG.

Consent Form

I (print name) _____ have read and have asked any questions about the research project that I need answers for. I understand that the researcher will not identify me personally in any presentations or publications reporting the research, will delete all electronic files after transcription, and will only keep de-identified textual data (e.g. transcripts, concept maps)

I understand:

- that I have the right to withdraw from the research at any time until analysis begins
- that my name will not be used in any way

- I understand I can contact Dr. lisahunter directly if I have any concerns that I feel are unable to be resolved by the researcher, Pes Wilson.

I consent to: (please tick where appropriate)

STUDENTS

- Having the researcher collect and analyze my responses on the survey questions.

TEACHERS/ADMINISTRATION

- Being interviewed
- Having my contributions audiotaped and transcribed

Name: _____

Signature: _____

Date: _____

E-mail : _____

Phone : _____

Appendix 3. Interview Questions



SEMI-STRUCTURED INDIVIDUAL INTERVIEW FOR PRINCIPAL, DEPUTY PRINCIPALS & TEACHERS

Date

Dear Interviewee,

I am doing a research project on violence against school girls. Through this interview, this research aims to get views of various school leaders including principal(s) and teachers regarding violence against girls and how these leaders manage violence in this school through the formulation of school rules, policies and behaviour codes. In this way, the research seeks to find out about some of the good practices in order to promote these practices to other schools and their leaders in PNG. One of the main aims of this research is to collect relevant data to write up a master's thesis in fulfilment for my Masters of Educational Leadership degree.

Please be reminded that your identity and name will remain anonymous in my written report and any work samples used will include pseudonyms, not your real name. Participation in this study is voluntary and anonymity will be protected. Identity of participants will not be linked to their experiences, views or opinions that they provide in the interview.

This interview is with Mr/Mrs/Ms_____. S/he is the (*title. e.g. principal, deputy or teacher*_____) of (*name of school*_____).
Mr/Mrs/Ms_____ I have with me 12 questions which focus on violence against girls and its impacts on girls' education especially in relation on

our government's policies on UBE. The questions will also emphasize how violence against girls is addressed especially in your school.

Interview questions

The following starter questions will be used as a guide in the first interview. Other questions will be generated in the course of the informal discussions.

1. Can you please tell me what 'Universal Basic Education' policy means to you?

Prompts e.g. can you elaborate/explain more on what you mean by.....

3. What you think of education; is it a right of everyone regardless of sex, race, color and religion and nationality? *Prompts...*

4 .What is violence against girls and how would you address or manage violence against girls in your school? *Prompts e.g. you said.....whats going on in terms of violence against girls?*

5. Where is a safe place that girls who are victims of violence can go to? *Prompts....*

6. Is there a teacher or adult that they can go to? *Prompts*

7. What are female students' fears? *Prompts*

8. In your position as a school leader (i.e. principal, deputy or teacher) how do you help address violence in your school? *Prompts*

9. Are there any setbacks that your position as a school leader (principal, deputy or teacher) that affects your efforts in address violence effectively? *Prompts*

10. What practices have reduced violence in your school? *Prompts*

11. What's getting in the road of reducing violence? *Prompts*

12. Can you explain me to me some of the policy initiatives your school has in place to address violence against girls and improve girls' safety in your school? *Prompts*

Prompts

Examples of prompts

You have said UBE is.....can you tell me more?

Can you also explain further on

What are some of the examples of.....

Can you tell me where victims of violence go to?

You have said..... from your point of view how effective is the student counsellor in.....

Can you tell me more about any safety policy.....

Thank you for your contribution and time.

Pes Wilson

Masters of Educational Leadership Student

Email: pes.wilson6@gmail.com

Mobile : +675 73247298 (PNG) +64 0223147162 (New Zealand)

Appendix 4. Survey Questions



Questionnaire for All Students

Dear student,

I am doing a research project on violence against school girls. Through this questionnaire, this research aims to get views of various school leaders including principal(s) and teachers regarding violence against girls and how these leaders manage violence in this school through the formulation of school rules, policies and behaviour codes. In this way, the research seeks to find out about some of the good practices in order to promote these practices to other schools and their leaders in PNG. One of the main aims of this research is to collect relevant data to write up a master's thesis in fulfilment for my Masters of Educational Leadership degree.

Please be reminded that your identity and name will remain anonymous in my written report and any work samples used will include pseudonyms, not your real name. Participation in this study is voluntary and anonymity will be protected. Identity of participants will not be linked to their experiences, views or opinions that they provide in the questionnaire.

You are kindly asked to answer the questions below during your own/free time and return to me when you are finished. It is important to keep this form private. Thank you!

Date _____

Please tick the right alternative

Settings:

Urban

Rural

Category: Students

- A. School leader (captain, vice-captain, SRC rep, house captain).
- B. Class captain/vice-captain
- C. Ordinary Student

Age _____ Sex: Male/Female (**Please circle**)

Safety of students in the school area

1. What does a safe school mean to you?

Explain _____

2. Do you ever feel safe at school? *Tick in the boxes.*

- A. Yes
- B. No
- C. I feel safe sometimes

Other

specify _____

3. Where do you think you are safer at school?

- A. In the classroom
- B. Outside the school gate
- C. In the toilets
- D. In the bus
- E. I feel safe everywhere
- F. I don't know

4a. Do you think there is good discipline at your school? (**Circle**) Yes or No

b. Explain why you say yes or no

5a. Do you think schools that are effective in enforcing school rules have less violence in their schools? (**Circle**). *Yes or No*

b. Explain your answer _____

6. **Please circle one alternative.**

- A. I have read the school rules and code of conduct.
- B. I have never read the school rules or code of conduct.

C. I have never read the school rules or code of conduct but my teachers have read it to us.

D. I have read the school rules or code of conduct but I can't remember any more

Students understanding on the policy aspects of girls' rights to education

7a. School should provide quality education to all children irrespective of their sex, religion, color, culture, tribe, ethnicity and nationality. Do you think all girls in this school are equally covered by this statement and have the same right as everyone else in the school? **(Circle one)**

A. Yes

B. Sometimes Yes

C. No

D. Other specify _____

b. If you are saying "no" then, can you explain why you are saying no? _____

8. The government of Papua New Guinea has formulated such a policy called the Universal Basic Education Policy (UBE), the Gender Equity in Education Policy, 2002, Behavior Management Policy, 2009, Equal employment Opportunity, anti-Discrimination and Harassment Policy, 2009, to protect all girls from violence and achieve quality education for all as mentioned in 7a.

Where you aware of the existence of such policies in PNG? **(Circle)**

A. Fully aware

B. Aware

C. Not Aware

D. Not informed

E. Others, specify _____

9. Of those you were aware of, list some of the most important things that this school does to protect its girls while they are at school? _____

10. According to your experiences, how effective (strong) are the school behavior policies and rules in this school to protect girls and improve girls' safety in your school? **(Circle)**

A. Very effective

B. Effective

C. Not effective

D. Very weak

E. No discipline in the school

F. Other, specify _____

Students views about various forms of violence against girls and their personal experiences

11. What do you understand by the phrase 'violence against girls'? _____

12. From your own experience, which of the following forms of violence if any occur in this school? Arrange them from the most to the least by numbering them 1 to 10 in the boxes beside them. For example, number 1 for violent act that happens almost every day and 9 to one that sometimes happens or never happens.

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> A. Fighting | <input type="checkbox"/> B. Assault | <input type="checkbox"/> C. Bullying |
| <input type="checkbox"/> D. Swearing | <input type="checkbox"/> E. Hitting | <input type="checkbox"/> F. Rape |
| <input type="checkbox"/> G. Stealing | <input type="checkbox"/> H. Yelling/shouting | <input type="checkbox"/> I. Deliberate isolation |

Other (list) _____

13a. Have you ever experienced any form of violence listed in question 12 above at school? (*Tick*). **Yes** **No**

b. If yes, explain _____

c. Have you told anyone about it? (*Tick*). **Yes** **No**

14a. Who was causing this violent act against you? (*Tick*)

- | | | |
|--|--|--|
| <input type="checkbox"/> A. Student | <input type="checkbox"/> B. Principal | <input type="checkbox"/> C. Deputy Principal |
| <input type="checkbox"/> D. Teacher | <input type="checkbox"/> E. Student leader | <input type="checkbox"/> F. Class Captain |
| <input type="checkbox"/> G. None of them | | |

b. Were they male or female? (*Tick*) **male** **female**

15a. Have you ever seen a school girl experiencing violence at school from another student, teacher or even principal?

(*Tick*). **Yes** **No**

b. Describe the event _____

c. Have you told anyone about it? (*Tick*). **Yes** **No**

d. Why/why not? _____

16. Whom do you think is the rightful person you would tell if you experience violence in the future? (*Place a tick in the box*).

- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> A. Student | <input type="checkbox"/> B. Principal | <input type="checkbox"/> C. Deputy Principal |
| <input type="checkbox"/> D. Teacher | <input type="checkbox"/> E. Student leader | <input type="checkbox"/> F. Class Captain |

- G. Friends H. Security guards
 I. My parents J. No one
 K. Other, specify _____

Importance of discipline in the school

17. On a scale of 1-4, what would you consider is the cause of violence and behaviour problems at your school? 1-definite, 2-not always, 3-sometimes, 4-never.

Please tick in the correct block

Discipline problems	1-definite,	2-not always,	3- sometimes,	4- never
Teachers absent				
Too many learners in one class				
No supervision on playground				
Classes left unsupervised				
Teachers have no control over disobedient learners				

Other (Specify) _____

School rules and codes of conduct

18. Is there any other school rules that you would like to add to the list of current school rules? Please list them. _____

19. What would you say would be the best way to deal with those who disrupt school by fighting, swearing, bullying, teasing, stealing, hitting, punching, raping, etc..? _____

School leaders and violence

20. Does the position of a school leader (i.e. Principal, Deputy Principal, teacher and student leader) appear to affect the way they address or treat violence committed on the student by any of them? (Tick). Yes No

21. Do you think school leaders (i.e. Principal, Deputy Principal, teacher and student leader) at your school handle behaviour issues well?

Explain _____

22. If you were a teacher at your school how would you handle behaviour differently?_____

23. How do teachers react when you tell on someone that is constantly bullying others?_____

Practices have reduced violence against girls in school

24. In this school, how effective are the school leaders (i.e. Principal, Deputy Principal, STUDENT leaders and class captains, vice captains) in responding to violence when you report to them violent behaviour within the school? **(Tick)**

- A. Very effective B. Effective
 C. Sometimes effective D. Not very effective
 E. Not effective F. Never respond

Others specify_____

25. What practices have reduced violence in your school? (Circle appropriate)

- A. Strong behaviour management imposed by the school.
 B. Effective school rules and reporting system
 C. Friendly teachers and ancillary staff members
 D. Strong security guards in the school
 E. Repeated workshops and awareness

Other, specify_____

26. What do you do or will you do if school leaders don't respond to violence?

- A. Go to the office B. See principal directly
 C. See class teacher D. Report to police
 E. Inform parents F. Just leave it like that

Others specify_____

27. Explain what you think leaders should do to help address violence in this school?_____

Thank you for your time! Please return this questionnaire to Mr Pes Wilson as per instructions.

Appendix 5. Seeking Approval for Research from National Department of Education



Department of Professional Studies in Education

FACULTY OF EDUCATION

Te Kura Toi Tangata

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Phone: +64 7838 4500

21st May, 2012

The Acting Secretary for Education

Research and Policy Division

PO BOX 446

Fincorp Haus

Port Moresby, NCD 111.

Papua New Guinea

Dear Mr. Taita,

Re: Seeking permission to conduct a research project in Enga Province

I am doing a research project on violence against girls (VAG) in schools. It aims to get views of various school leaders regarding violence and what these leaders have done to manage and address violence at school. It also seeks to find out about some of their effective practices in managing violence in schools and to promote these practices to other schools and their leaders. A parallel aim of this research counts towards the attainment of my Masters of Educational Leadership

degree. I will be focusing my project on a targeted group of school leaders including various students' leaders.

I will be issuing questionnaires and conducting interviews between various leaders identified to gauge their views on the topic. The school leaders and the students leaders will remain anonymous in my written report with the use of pseudonyms and any work samples used will not include their names.

If you have any questions regarding my research project, feel free to contact me using the above address. I will contact you to arrange a meeting time with you to discuss this further to obtain your written consent and letter of endorsement to participating principals.

Sincerely,

Pes Wilson

Master of Educational Leadership Student

Appendix 6. Letter of Approval from the National Department of Education



DEPARTMENT OF EDUCATION

WAIGANI

Telephone: 301 3342/3013343
Fax: 325 4648/3251031
Email: Luke_Taita@education.gov.pg

Fincorp Haus
P.O Box 446
N.C.D
Papua New Guinea

Date: 28th June 2012
File: PPR1-1-2

Mr Pes Wilson
Faculty of Education
Te Kura Toi Tangata
The University of Waikato
Private Bag 3105
Hamilton, New Zealand

Dear Mr Wilson

Subject: APPROVAL OF RESEARCH PROPOSAL AND PERMISSION TO CONDUCT STUDY

Your research proposal title "*Educational Leaders' Perceptions of Violence against Girls and its Implications for Universal Basic Education Policy Implementation*" has been approved in principle prior to the Monitoring, Evaluation Research Steering Committee (MERSC) meeting next month.

The approval in principle is given due to the importance of your study. Use this letter as an approval for your data collection in your appointed province, district and institution in Papua New Guinea.

While your research is approved in principle to collect data in educational institutions/s, it is also subject to approval by Provincial Research Committee (where applicable) and/or the Provincial Education Advisor or the principals or head teachers of your nominated schools and institutions. It is your responsibility to ensure such is obtained prior to the field work.

In serious case of breach of ethical issues and Department of Education (DoE) research guidelines the DoE reserves the right to inform your home institution or sponsors directly and take necessary actions as deemed necessary. Failure to observe the above conditions may lead to the withdrawal of research approval.

I thank you and the Committee wishes you all the best with your research.

Yours sincerely

LUKE TAITA

Deputy Secretary-Policy & Corporate Services
Chairman-Monitoring Evaluation & Research Steering Committee

Appendix 7. Letter from my Supervisor, Dr. lisahunter to the participating School



Department of Professional Studies in Education
FACULTY OF EDUCATION
Te Kura Toi Tangata
The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Phone: +64 7838 4500

12th, March 2012.

The Principal
Ela Murray International School

Attention: Ms. Suzanne Savage

Cc: Deputy Principal(s)

Dear Ms. Savage,

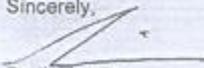
Pes Wilson is a postgraduate student from Papua New Guinea pursuing a research thesis towards a Masters of Educational Leadership. His topic is *"Educational Leaders' Perceptions of Violence against Girls and its Implications for Implementing Universal Basic Education Policy: A case study of selected schools in Papua New Guinea"*. His research aims to understand views of various school leaders (principal, deputies, teachers and student leaders) regarding violence and how they manage violence against girls in their respective schools in PNG. He also seeks to find out about some of their effective policies and violence minimization practices in order to promote these practices to other schools and their leaders in PNG.

As Pes Wilson's supervisor at The University of Waikato, I am writing to substantiate his project and authorize him to seek participant schools and relevant information for his project. As Pes has said in his previous letter to you, Ela Murray International School has been recommended based on the premise that it has effective policies and practices in embracing and managing violence. This was one of the fundamental reasons for Pes choosing Ela Murray International School in his project. I am hoping you will agree to Pes' request for your school to participate including giving him access to relevant documents such as school policies and access to school leaders for questionnaire and interview responses. As Pes will explain in subsequent communications, all efforts will be made to deidentify data with pseudonyms replacing school and individual names.

Thank you for your amicable response to date. I know Pes is looking forward to working with you as soon as possible as he progresses his research within a small window of time. If you have any questions or queries, feel free to contact me,

Name: Dr. lisahunter
Email: lisahunter@waikato.ac.nz
Mobile: +64 (0)2102873299
Phone: +64 7 838 4500 extension: 6363

Sincerely,


Dr. lisahunter
Senior lecturer
Faculty of Education
The University of Waikato

Appendix 8. Letter of Approval for research Ethics Application

Dean's Office
Faculty of Education
Te Kura Tei Tongoto
The University of Waikato
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MEMORANDUM

To: Pes Wilson
cc: Dr Ijsahunter
Dr Elmarie Kotzé
Dr Garry Falloon

From: Associate Professor Linda Mitchell
Chairperson, Research Ethics Committee

Date: 20 April 2012

Subject: Supervised Postgraduate Research – Application for Ethical Approval (EDU117/11)

Thank you for submitting amendments to your application for ethical approval for the research project:

Educational Leaders' Perceptions of Violence against girls and its Implications for
Universal Basic Education Policy Implementations: A case study of selected schools
in Papua New Guinea

The Committee appreciates the work that you have put into your application.

I am pleased to advise that your application has received ethical approval.

Please note that researchers are asked to consult with the Faculty's Research Ethics Committee in the first instance if any changes to the approved research design are proposed.

Associate Professor Linda Mitchell
Chairperson
Faculty of Education Research Ethics Committee

Appendix 9. An Example of JPIS' Violence and bully management strategy

Conflict Resolution

TEMIS High 5

The TEMIS High 5 is a series of five possible steps to help students resolve conflicts. The Ela Murray International School has adopted this conflict resolution strategy as a way to empower children to become assertive individuals and for them to self-manage conflicts. The TEMIS High 5 also helps to clarify the teacher's and classroom assistant's role as one of assisting children after students have attempted to resolve conflicts themselves. Each teacher has displayed the TEMIS High 5 in his/her classroom to remind the students of the steps.

If someone is bothering you:

1. Talk friendly.... then try
2. Talk firmly..... then try
3. Ignore.... then try
4. Walk Away..... then try last step
5. Report (to an adult) (last step)

Thus, children are responsible for the first 4 steps on their own. When a child mentions a conflict with another student, the teacher should ask/say the following:

1. Have you tried the TEMIS High 5?
2. What step are you on?
3. Come back if you get to step 5.

When a child has reached step 5 and needs adult help, the teacher should:

1. Send for the other child involved.
2. Speak with the children in an encouraging manner so as to not judge anyone about his or her behaviour.
3. Express confidence that the students can work it out.
4. Have them discuss the following:
 - What do you want to happen?
 - How can you make that happen?

The High 5 strategy is used for annoying behaviour, teasing and the like. However, any incident involving aggression warrants immediate adult intervention.

Appendix 10. Letter to the Principal



Department of Professional Studies in Education

FACULTY OF EDUCATION

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Hamilton, New Zealand

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21st May, 2012

Papua New Guinea

Dear Sir/Madam

Re: Seeking permission to conduct a research project in your School

I am doing a research project on violence against girls (VAG) in schools. It aims to get views of various school leaders regarding violence and what these leaders do to manage violence in their schools. It aims to get views of various school leaders regarding violence and what these leaders have done to manage and address violence at school.) It also seeks to find out about some of their effective practices in managing violence in schools and to promote these practices to other schools and their leaders. A parallel aim of this research counts towards the attainment of my Masters of Educational Leadership degree. I will be focusing

my project on a targeted group of school leaders including various students' leaders.

I will be issuing questionnaires (to students) and conducting interviews (with adults) between various leaders identified to gauge their views on the topic. The school leaders and the students leaders will remain anonymous in my written report with the use of pseudonyms and any work samples used will not include their names.

If you have any questions regarding my research project, feel free to contact me using the above address. I will contact you to arrange a meeting time with you to discuss this further to seek your agreement to participate, obtain your written consent, and to arrange a time and place for the data collections.

Sincerely,

Pes Wilson

Master of Educational Leadership

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