
MINISTRY OF EDUCATION, WOMEN AFFAIRS & CULTURE

TONGA SCHOOL LEADERSHIP: STUDENTS' PERCEPTIONS

By

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Abbreviated Title: School Leadership: Students' Perceptions

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ABSTRACT

The aim of this research study was to gain insight into students' perceptions of school principals and the leadership practices that are practiced by school leaders.

This research study is part of the Ministry of Education, Women's Affairs and Culture (MEWAC) Leadership and Research Development Project funded through the Tonga Education Support Program (TESP) and facilitated by the University of the South Pacific's Institute of Education. This project was implemented between May – October of 2010.

A quantitative approach was taken to conduct this study, using a short closed ended questionnaire. The questionnaire was distributed to 10% of the Form 5 students across Tonga. This included students from Tongatapu, `Eua, Vava`u, Ha`apai, Niuafu`ou and Niuatoputapu. A total of 525 5th form students participated in this survey.

Overall findings show that 60% of students feel that they are happy to meet with their principal; 42% believe that one of the most important responsibilities of a principal is to advice and council students; and 42% believe that it is important for principals to contact parents regarding students' behaviour and performance at school. About 59% of students believe that principals make their decisions based on school regulations and rules. And 49% of students believe that one of the most important characteristics that principals should have is being good host and make people feel welcome at the school.

Tongan students' perceptions of school principals are favourable and encouraging, demonstrating a healthy relationship between most students and their principals. Students also demonstrate a maturity about understanding leadership styles that are being practiced by their principals and the importance of communication between the principal and parents and community members. It was most surprising to find 49% of students believe that the most important Tongan characteristic that a principal should have is being hospitable. Additionally, students also believe that principals should be honest (30%) and have love (30%). Overall, students have a favourable attitude and perception of school principals.

INTRODUCTION

Background to the Topic

This research study is part of the MEWAC's Leadership and Research Development Project implemented by the USP's IOE. The research study was designed to compliment a qualitative study component of the project that gave school principals the opportunity to Talanoa about their perceptions of school leadership.

The research study was implemented throughout all schools in Tonga that had form 5 students. A total of 525 students participated in the study representing 29 schools throughout Tonga.

Questions Posed

The survey consisted of 10 closed ended questions that asked questions that included principals': responsibilities, behaviour, decision making processes, relationships, and traditional responsibilities, responsibilities of the principal to the teachers, to students, to parents and to the education system. Students were also asked of their feeling when they meet a principal. The survey was mainly implemented in Tongan language, except for few schools that had English speaking students.

Gaps in Previous Knowledge

Prior to this survey there has been very little information that we know about students' perceptions of principals and their leadership approaches. Additionally, there has not been an opportunity to conduct a student survey with a large sample like this survey. Funding from the MEWAC has made it possible to not only include over 500 students in the survey but also to travel to the out lying islands of Tongatapu and conduct this survey. Findings from this survey are significant as we gather a baseline to cage students' perceptions of their school principals.

METHODS

This survey was conducted by IOE Research Assistants Saane `Ake and Tania Tupou with supervision by Dr `Ana Koloto, Dr Seu`ula Fua and Dr `Anamaui Taufe`ulungaki. In all schools that participated in the study, permission was sought from school principals before each survey was conducted. Students were also briefed on the survey procedure and confidentiality aspect of the survey. Principals and teachers of participating schools have not seen the results of the survey, until the distribution of this report.

A sample of 10% was taken of all Form 5 students throughout Tonga. This meant that about 525 students participated in the study, one of the largest survey of students conducted in Tonga. Based on the sample size, we are confident that the findings from this study are representative of Tongan students' perceptions of their school principals.

Data collected from the survey were input into a spreadsheet and analysed for frequency counts. Results of the survey are displayed in tables in the subsequent sections.

A copy of the survey is included in the list of appendices.

SUBJECTS

A total number of 525 students participated in the study from 29 secondary schools representing government and non-government schools from Tongatapu, `Eua, Ha`apai, Vava`u, Niuafu`ou and Niuatoputapu.

TABLE 1

Island Province	Number of Schools
Tongatapu	<ol style="list-style-type: none"> 1. Tapuni Siliva 2. Mo`unga `Olive 3. Takuilau 4. Queen Salote College 5. Tupou High School 6. Beulah College 7. Tupou College Toloa 8. Tailulu College 9. `Apifo`ou College 10. Lavengamalie College 11. St Andrews High School 12. Ocean of Light 13. Tonga High School 14. Liahona High School 15. Tonga College `Atele 16. Tupou High School – Nukunuku
Vava`u	<ol style="list-style-type: none"> 1. Vava`u High School 2. Saineha 3. Mailefihia Siu`ilikutapu 4. Mizpah 5. Tailulu Vava`u
Ha`apai	<ol style="list-style-type: none"> 1. Ha`apai High School

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	<ol style="list-style-type: none"> 2. Taufā'ahau Pilolevu 3. Tailulu Ha'apai 4. St Joseph
`Eua	<ol style="list-style-type: none"> 1. Hofangahau 2. 'Eua High School
Niutoputapu	<ol style="list-style-type: none"> 1. Niutoputapu District High School
Niuafo'ou	<ol style="list-style-type: none"> 1. Niuafo'ou District High School

From the total sample of 525, a total of 272 (51%) were female students. About 66% of the participants were between the ages of 16 and 17, with 16% who were aged 15 and only 1% was 19 years old and older.

RESULTS

Results of the study are presented by island provinces and the overall findings are presented with the discussions in the following section of the report.

TONGATAPU

A total of 16 schools participated in the study with 382 students completing the questionnaire from Tongatapu. Refer to table of appendices for copy of the Survey and corresponding codes in order to read the table of results presented below for Tongatapu participants.

TABLE 2

	A	E	F	H	I	K	L	M	N	NG
1	133	97	219	102	50	124	41	102	113	224
2	29	103	69	65	178	140	14	13	116	130
3	11	122	30	46	115	20	156	55	29	6
4	68	21	30	157	25	38	23	160	93	13
5	141	39	34	12	14	60	148	52	31	9
	382	382	382	382	382	382	382	382	382	382

	A	E	F	H	I	K	L	M	N	NG
1	34.82%	25.39%	57.33%	26.70%	13.09%	32.46%	10.73%	26.70%	29.58%	58.64%
2	7.59%	26.96%	18.06%	17.02%	46.60%	36.65%	3.66%	3.40%	30.37%	34.03%
3	2.88%	31.94%	7.85%	12.04%	30.10%	5.24%	40.84%	14.40%	7.59%	1.57%
4	17.80%	5.50%	7.85%	41.10%	6.54%	9.95%	6.02%	41.88%	24.35%	3.40%
5	36.91%	10.21%	8.90%	3.14%	3.66%	15.71%	38.74%	13.61%	8.12%	2.36%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Key findings from the Tongatapu survey showed that 57% of students believe that principals at most times make decisions based on school regulations (question item F). When students were asked how they felt when meeting their school principals, 58% of the Tongatapu participants stated that they felt happy to be meeting their school principal (question item Ng). Perhaps it was to be expected that 46% of the participants believed that the most important relationship for school principals to maintain is their relationship with teachers (question item I).

`EUA

Two schools participated in the survey from `Eua with a total of 26 students completing the survey. Table below presents results from the `Eua survey.

TABLE 3

	A	E	F	H	I	K	L	M	N	NG
1	8	3	10	7	4	10	10	7	7	15
2	1	14	15	9	13	11	11	0	13	9
3	1	7	0	2	7	0	0	2	0	2
4	7	0	0	8	2	2	2	11	4	0
5	9	2	1	0	0	3	3	6	2	0
	26	26	26	26	26	26	26	26	26	26

	A	E	F	H	I	K	L	M	N	NG
1	30.77%	11.54%	38.46%	26.92%	15.38%	38.46%	38.46%	26.92%	26.92%	57.69%
2	3.85%	53.85%	57.69%	34.62%	50.00%	42.31%	42.31%	0.00%	50.00%	34.62%
3	3.85%	26.92%	0.00%	7.69%	26.92%	0.00%	0.00%	7.69%	0.00%	7.69%
4	26.92%	0.00%	0.00%	30.77%	7.69%	7.69%	7.69%	42.31%	15.38%	0.00%
5	34.62%	7.69%	3.85%	0.00%	0.00%	11.54%	11.54%	23.08%	7.69%	0.00%
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	%	%	%	%	%	%	%	%	%	%

One of the significant findings from `Eua, show that 57% of the students feel happy to meet their school principal (question item F). About 57% of the students believe that principals make most of their decisions based on what the teachers agree upon (question item F). About 50% of the students also believe that being able to welcome visitors to the school is one of the most important traditional characteristic that a principal should have (question item I). Interestingly, 53% of the students believe that the most important value that a principal should have is honesty while 0% believe that respect is important for a principal to have. This is interesting as respect has always been proclaimed as one of the core values for Tongans.

HA`APAI

A total of 26 students participated from Ha`apai representing 4 secondary schools. Table below presents findings from the survey conducted in Ha`apai.

TABLE 4

	A	E	F	H	I	K	L	M	N	NG
1	6	5	18	5	7	14	2	13	6	17
2	2	9	5	9	15	9	2	0	6	9
3	1	7	1	5	1	0	6	3	0	0
4	7	1	0	7	2	0	2	8	10	0
5	10	4	2	0	1	3	14	2	4	0
	26	26	26	26	26	26	26	26	26	26

	A	E	F	H	I	K	L	M	N	NG
1	23.08%	19.23%	69.23%	19.23%	26.92%	53.85%	7.69%	50.00%	23.08%	65.38%
2	7.69%	34.62%	19.23%	34.62%	57.69%	34.62%	7.69%	0.00%	23.08%	34.62%
3	3.85%	26.92%	3.85%	19.23%	3.85%	0.00%	23.08%	11.54%	0.00%	0.00%
4	26.92%	3.85%	0.00%	26.92%	7.69%	0.00%	7.69%	30.77%	38.46%	0.00%
5	38.46%	15.38%	7.69%	0.00%	3.85%	11.54%	53.85%	7.69%	15.38%	0.00%
	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %

One of the significant findings from Ha`apai is that 69% of the students believe that the most common form of decision making for school principals is by following school regulations and rules (question item F). Similar to other island provinces, over 65% of Ha`apai students feel happy to meet their school principal (question item Ng). About 57% of students from Ha`apai believe that the most important traditional characteristic for a school principal to have is being able to welcome people to the school (question item I). An interesting result from the Ha`apai survey is that 53% of the students believe that principals' most important responsibility towards teachers is assessment of teachers' work and performance, while 0% believe that it was important to ensure that teachers are at school (question item K).

VAVA`U

A total of 5 schools participated from Vava`u with 85 students completing the questionnaire. Table below presents findings from the survey of students in Vava`u.

TABLE 5

	A	E	F	G	I	K	L	M	N	NG
1	42	21	62	31	5	34	10	17	24	57
2	2	30	8	20	50	37	1	0	32	20
3	0	21	6	3	22	4	48	18	5	6
4	16	3	1	31	7	5	9	43	14	2
5	25	10	8	0	1	5	17	7	10	0
	85	85	85	85	85	85	85	85	85	85

	A	E	F	H	I	K	L	M	N	NG
1	49.41%	24.71%	72.94%	36.47%	5.88%	40.00%	11.76%	20.00%	28.24%	67.06%
2	2.35%	35.29%	9.41%	23.53%	58.82%	43.53%	1.18%	0.00%	37.65%	23.53%
3	0.00%	24.71%	7.06%	3.53%	25.88%	4.71%	56.47%	21.18%	5.88%	7.06%
4	18.82%	3.53%	1.18%	36.47%	8.24%	5.88%	10.59%	50.59%	16.47%	2.35%
5	29.41%	11.76%	9.41%	0.00%	1.18%	5.88%	20.00%	8.24%	11.76%	0.00%
	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %

One of the significant findings from Vava`u`s survey is that 72% of the students believe that the most commonly used form of decision making for school principals is by following regulations and rules of the school (question item F). And 67% of the students stated that they feel happy when they meet their school principal (question item 67%). About 58% of the participants believe that the most important traditional characteristic that a principal should have is being able to welcome people to the school – his/her hospitality (question item I). About 56% of the students believe that the most important responsibility that a principal should have towards his/her students is being able to council and advice students (question item L). Students (50%) also believe that it is important for school principals to communicate with parents and guardians regarding students` behaviour.

NIUAFO`OU & NIUATOPUTAPU

Findings for the two Niuas are presented together as the total numbers for both islands are small. A total of 10 students participated from the two Niuas representing two schools.

TABLE 6

	A	E	F	H	I	K	L	M	N	NG
1	4	2	8	6	1	7	0	3	2	8
2	2	6	2	3	4	2	0	0	6	2
3	0	1	0	0	2	1	3	3	0	0
4	3	1	0	1	2	0	4	4	1	0
5	1	0	0	0	1	0	3	0	1	0
	10	10	10	10	10	10	10	10	10	10

	A	E	F	H	I	K	L	M	N	NG
1	40.00%	20.00%	80.00%	60.00%	10.00%	70.00%	0.00%	30.00%	20.00%	80.00%
2	20.00%	60.00%	20.00%	30.00%	40.00%	20.00%	0.00%	0.00%	60.00%	20.00%
3	0.00%	10.00%	0.00%	0.00%	20.00%	10.00%	30.00%	30.00%	0.00%	0.00%
4	30.00%	10.00%	0.00%	10.00%	20.00%	0.00%	40.00%	40.00%	10.00%	0.00%
5	10.00%	0.00%	0.00%	0.00%	10.00%	0.00%	30.00%	0.00%	10.00%	0.00%
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	%	%	%	%	%	%	%	%	%	%

One of the significant findings from the two Niuas is that 80% of the students feel happy to meet their school principal (question item Ng). About 80% of the students also believe that the most common form of decision making for school principals is to follow school regulations and rules (question item F). About 70% of the students believe that the most important responsibility of a school principal to his/her staff is to assess the teacher`s work and performance (question item K). It was also of interest to find that 60% of the students believe that the most important relationship for school principals to maintain is their relationship with the Ministry of Education or Educational authority. This is most interesting as the two Niuas are the most isolated of the island provinces and generally have limited communication with the Ministry of Education or the educational authority.

DISCUSSION

Summary of Main Findings

The table below presents overall findings from all 29 schools and 525 students.

TABLE 7

Overall Frequency Distribution

	A	E	F	H	I	K	L	M	N
1	191	128	314	149	66	189	57	141	151
2	36	158	98	106	260	196	18	13	173
3	13	158	37	56	145	25	222	81	34
4	101	26	31	202	37	44	38	224	119
5	184	55	45	12	17	71	190	66	48
	525	525	525	525	525	525	525	525	525

A	E	F	H	I	K	L	M	N	NG
36.38%	24.38%	59.81%	28.38%	12.57%	36.00%	10.86%	26.86%	28.76%	60.76%
6.86%	30.10%	18.67%	20.19%	49.52%	37.33%	3.43%	2.48%	32.95%	32.00%
2.48%	30.10%	7.05%	10.67%	27.62%	4.76%	42.29%	15.43%	6.48%	2.67%
19.24%	4.95%	5.90%	38.48%	7.05%	8.38%	7.24%	42.67%	22.67%	2.86%
35.05%	10.48%	8.57%	2.29%	3.24%	13.52%	36.19%	12.57%	9.14%	1.71%
100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

The overall distribution of the data largely reflects the distribution of data as per island province. This is most evident in question item NG with an overall 60% of participants agreeing that when they meet their school principals, they feel happy. In all island provinces, the largest percentage of students agrees that they felt happy when they meet their principal.

In response to question item A, the overall frequency count demonstrate the distribution of the island provinces, where Tongatapu, `Eua and Ha`apai had the highest percentage of students agreeing with the importance of setting a plan for the school. And Vava`u and the two Niua agreed that setting a vision was the most important responsibility for a school principal.

In response to question item E, the equal distribution of the percentages (30%) also reflect the distribution of island provinces. For the two Niua, Vava`u, Ha`apai and `Eua the majority of students agreed that the most important value for a school principal is being honest. Tongatapu participants agreed that having love or `ofa was the most important characteristic for a principal. With Tongatapu having a larger sample, this skewed the distribution resulting in both options (honesty and love) having equal distribution (30%). It was interesting to see that only 4% of all

students believe that respect is an important characteristic for a school principal. Data that was collected through the Talanoa showed that respect was an important characteristic for school principals. Perhaps the generational difference can account for the variation in the results.

In response to question item F, 59% of the participants agreed that the most commonly used decision making process for school principal is referral to school regulations and rules. This is consistent with findings from most of the island provinces, with the exception being participants from `Eua with a majority of participants believing that the consensus of teachers was the most commonly used process for decision making.

In response to question item H, the overall distribution of percentages reflect the distribution of responses from the island provinces. Participants from Vava`u and Tongatapu believe that the most important relationship for school principals to maintain was the relationship with students. While Ha`apai and `Eua participants believe that it was the relationship with teachers; and participants from the two Niuas and another large number from Vava`u believe that it was the relationship with the Ministry of Education and/or educational authority that was most important.

In response to question item I, all island provinces' response indicated that the largest group of participants believe that the most important traditional characteristic for a school principal to have is being able to make people feel welcomed at the school.

In response to question item K, the overall distribution of percentages reflect the distribution of the participants from all of the island provinces. In the case of the two Niuas and Ha`apai the majority of the participants believe that the most important responsibility of a principal to his/her teachers is in assessing the performance of the teachers. The majority of the students (Vava`u, `Eua & Tongatapu) believe that the most important responsibility of a principal to his/her teachers is being helpful and assisting the teachers to improve their performance.

It was interesting to find that 42% of all students believe that a principal's most important responsibility to his/her students is counselling and providing advice (question item L). This is interesting given a common perception that young people of today do not welcome interference in their lives and do not always welcome counselling. But, this is an encouraging find and perhaps suggests to principals the importance of strengthening this role for students.

In response to question item M, 42% of the overall participants agreed that the most important responsibility of principals to parents is in relation to students' behaviour and character. This finding mirrors findings from the island provinces.

In response to question item N, with 32% of overall participants agreeing that the most important responsibility of a principal to the Ministry of Education/Education authority was to follow the regulations and rules of the organisation. The distribution of percentages that is shown in the overall percentages is a reflection of the results shown in the individual island province survey. Most commonly given answers included; ensuring that plan of the organisation is being followed; and facilitating a good working relationship between the school and the Ministry/education authority.

Overall, the findings presented on table 7 is reflective of individual island provinces survey.

General Limitations and Assumptions

Given a 10% sample of the defined population, we are confident that the findings presented here are representative of the population. However, there are some general limitations to be note. One of the limitations with this data is that as a baseline, we have no other data to compare the trends and patterns to. Additionally, we can argue that students will have a tendency to answer what they think will make their school look good, rather than the reality of their school. And finally, we can only assume that what students have selected on the survey is what they believe to be true.

Implications / Significance of the Study

The significance of this study is two fold; firstly, it provides a baseline for future research into students' perceptions of school leadership; and secondly it provides insight into developing school leadership programs by providing information on students' perceptions of school leadership.

Conclusions and Key Points

In conclusion, based on this survey, students have a favourable perception of their school principals. The survey also showed that students have a very good understanding of what principals do and the type of leadership that is being practiced in their schools.

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Appendix One: Survey

PEPA FEHU'I: FATONGIA 'O E PULEAKO

Ko e taumu'a 'o e Savea ni ke tanaki ha fakamatala ke fa'u'aki ha Polokalama Ako ki he kau Puleako mo e kau taki 'i ha Potungāue Ako.

Kataki 'o siakale mai 'a e tali 'oku ke tui ki ai - 'oku 'ikai hā tali 'e tonu pe hala. Siakale mai 'a e tali 'e taha.

TA'U: _____

TA'AHINE AKO PE KOE TAMASI'I AKO: _____

HINGOA 'A HO'O AKO'ANGA: _____

VAHE FONUA 'OKU KE NOFO AI: _____

FEHU'I A: Ko e fatongia **mahu'inga taha** 'o e Puleako ko e:

1. Fokotu'u hā visione ke fakataumu'a ki ai 'a e ngāue 'a e 'apiako
2. Fakahoko tu'utu'uni ki he ngāue 'a e 'apiako
3. Fengāue'aki mo e kau tauhi fanau
4. Poupou'i 'o e kau faiako ke lava 'o fakahoko lelei honau fatongia
5. Fokotu'utu'u 'a e palani ngāue ma'ae 'apiako

FEHU'I E: Ko e 'ulungaanga **mahu'inga taha** ke ma'u 'e ha Puleako ko e:

1. Mamahi'ime'a
2. Faitotonu
3. 'Ofa
4. Faka'apa'apa
5. Anga Fakatōkilalo

FEHU'I F: Ko e founga fakahokotu'utu'uni 'oku **lahi taha** hono ngaue'aki 'e ho'o Puleako ko e:

1. Tu'utu'uni 'o fakatatau ki he Tohi Tu'utu'uni 'a e 'apiako
2. Tu'utu'uni 'o fakatatau ki he me'a 'oku lototaha ki ai 'a e kau faiako
3. Tu'utu'uni 'o fakatatau ki he me'a 'oku loto ki ai 'a e kau tauhi fanau
4. Tu'utu'uni 'o fakatatau ki he me'a 'oku loto ki ai 'a e fanauako
5. Tu'utu'uni 'o fakatatau ki he me'a 'oku loto ki ai 'a e Puleako

FEHU'I H: Ko e vā mahu'inga **taha** ke tauhi 'ehe Puleako:

1. Ko hono vā mo e Potungāue Ako (Pule'anga pe Siasi)
2. Ko hono vā mo e kau faiako
3. Ko hono vā mo e kau tauhi fanau
4. Ko hono vā mo e fanauako
5. Ko hono vā mo e kau kolisi tutuku

FEHU'I I: Ko e **tefito'i 'ulungaanga** fakafonua 'oku totonu ke ma'u 'ehe Puleako ko e:

1. Poto 'i he lea 'i ha ha'oha'onga
2. Talitali kakai lelei
3. Lotu
4. Teuteu fakamatapule
5. 'Ilo'i e kakai 'o e fonua

FEHU'I K: Ko e fatongia **mahu'inga taha** 'o e Puleako ki he kau faiako ko e:

1. Sivi'i 'a e founa ngāue 'a e faiako
2. Tokoni'i ke toe lelei ange 'a 'enau faiako
3. Vahevahe ange honau fatongia takitaha
4. Fakapapau'i 'oku ma'u ako 'a e faiako
5. Fakapapau'i 'oku ma'u 'ehe faiako takitaha 'a 'ene naunau fakafaiako

FEHU'I L: Ko e fatongia **mahu'inga taha** 'o e Puleako ki he kau fanauako:

1. Fakapapau'i 'oku maau 'a e taimi tepile 'o e ako
2. Fakapapau'i 'oku ma'a mo maau 'a e lokiako mo e 'apiako
3. Akonekina 'a e fanauako
4. Faiako ma'ae fanauako
5. Fakapapau'i 'oku maau 'a e naunau ke ako'i 'aki 'a e fanauako

FEHU'I M: Ko e fatongia **mahu'inga taha** 'o e Puleako ki he kau tauhi fanau:

1. Fetu'utaki fekau'aki mo e ngāahi polokalama 'a e ako
2. Fetu'utaki fekau'aki mo e tanaki pa'anga ma'ae ako
3. Fetu'utaki fekau'aki mo e lipooti fakaako 'a e fānau ako
4. Fetu'utaki fekau'aki mo e 'ulungaanga 'o ha tamasi'i pe ta'ahine ako
5. Fetu'utaki fekau'aki mo e fatongia makehe 'o e 'apiako

FEHU'I N: Ko e fatongia **mahu'inga taha** 'o e Puleako ki he Potungaue Ako ko e:

1. Fakapapau'i 'oku muimui 'a e 'apiako ki he palani ngāue 'a e Potungaue
2. Fakapapau'i 'oku muimui 'a e 'apiako ki he tu'utu'uni mo e lao 'a e Potungaue
3. Fakapapau'i 'oku ngaue'aki totonu 'a e pa'anga mei he Potungaue
4. Fakapapau'i 'oku feongoongoi 'a e 'Apiako mo e Potungaue
5. Fakapapau'i 'oku kakato 'a e lipooti fakata'u 'a e 'apiako ki he Potungaue

FEHU'I NG: 'I ha'aku fetaulaki mo 'eku Puleako 'oku ou ongo'i:

1. Fiefia ke fetaulaki mo ia
2. 'A'apa ki ai
3. Mā ke fetaulaki mo ia
4. Ilifia ki ai
5. Fehi'a ki ai

Malo 'aupito

Ko e savea ni `oku fakahoko ia 'e he USP ma'ae Potungaue ako 'a Tonga.