

# Student well-being

The PILNA student questionnaire collected information about children's physical health, mental health, relationships, and material circumstances. The intention was to collect a holistic picture of the well-being of the students who participated in PILNA.

Students were given a list of circumstances, as set out in Table STT1.8, and were asked to indicate how often they experienced them. They could respond with 'Never', 'Sometimes', 'Most of the time', or 'Always'. For reporting the results, 'Most of the time' and 'Always' were combined, as they were considered to be materially similar in terms of student experience.

## Well-being experiences

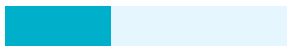

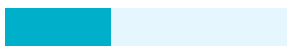
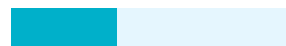
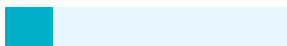
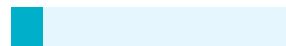
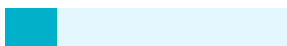
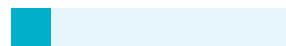
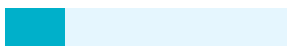
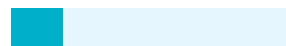
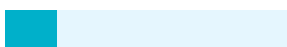
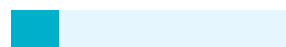
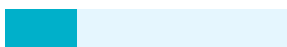
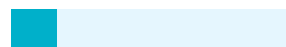
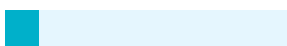
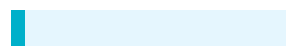
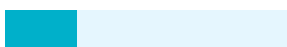
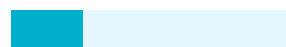








Table STT1.8 shows the proportions of year four and year six students who reported experiencing the associated condition at least most of the time.

In Cook Islands, 65% of year four students and 66% of year six students reported that they had a good day 'Most of the time' or 'Always'. 58% of year four students and 68% of year six students reported they looked forward to the next day 'Most of the time' or 'Always'.

For frequent negative experiences, nearly two in five students reported feeling hungry or tired, either 'Most of the time' or 'Always'. These proportions were found across year four and year six students.

Table STT1.8

## Percentage of students that frequently experience issues related to wellbeing

Issue	Year 4	Year 6
<b>Negative experiences</b>		
Hungry	 37% (3.0)	 40% (3.1)
Tired	 37% (2.9)	 37% (3.3)
Sick	 17% (3.0)	 11% (2.2)
Don't have enough clean clothes/shoes	 18% (4.0)	 14% (2.6)
Don't get enough pocket money	 21% (3.2)	 18% (2.4)
Could not sleep because worried	 18% (2.9)	 17% (1.9)
Don't have enough friends	 25% (4.6)	 16% (3.2)
Could not eat because worried	 12% (2.8)	 5% (1.0)
Upset, sad/unhappy	 25% (2.5)	 25% (4.2)
<b>Positive experiences</b>		
Had a good day	 65% (3.1)	 66% (4.7)
Cheerful	 54% (3.4)	 50% (2.9)
Calm and relaxed	 43% (3.8)	 56% (2.9)
Looking forward to the next day	 58% (6.1)	 68% (3.2)

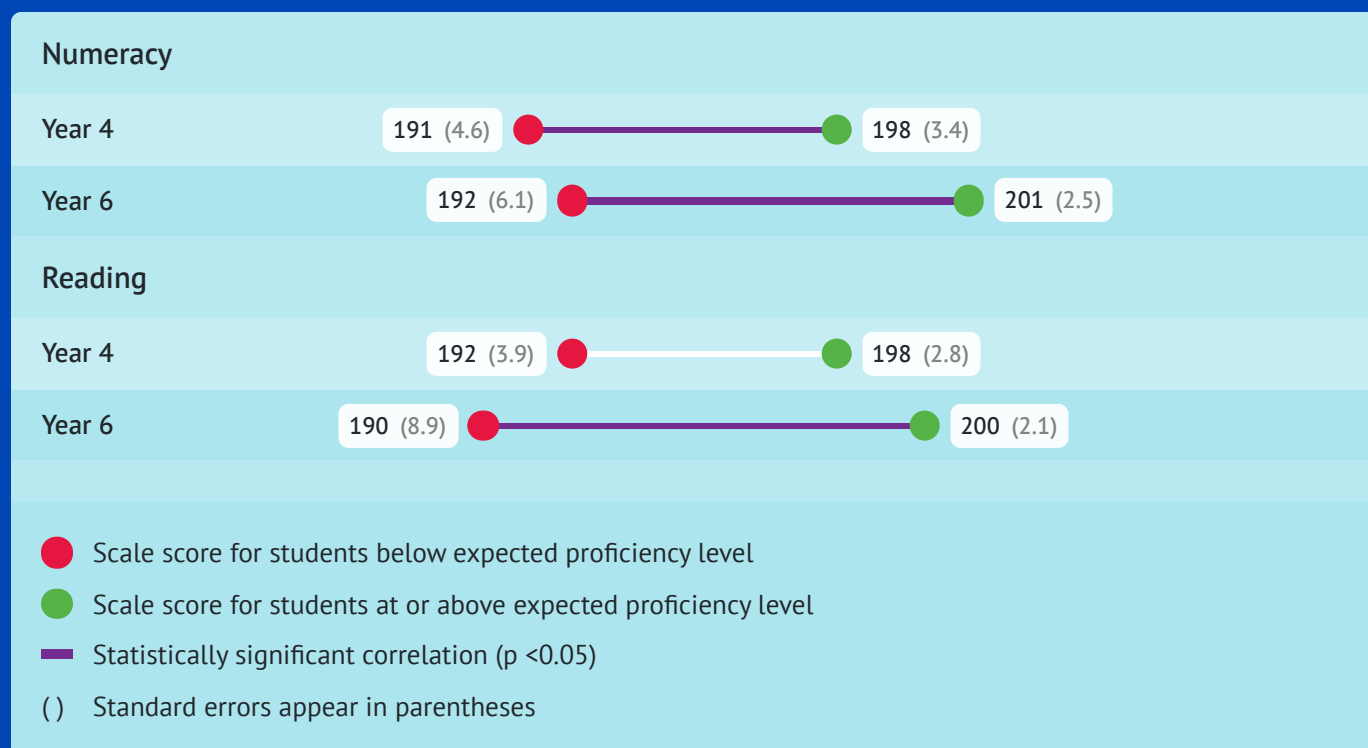
( ) Standard errors appear in parentheses.

The PILNA scale for student well-being has an average of 200 and a standard deviation of 40. Most scores are expected to be within 40 points of 200 (160–240). The scale was formed from statistical analysis of answers to nine out of thirteen questions about students' well-being experiences.

These well-being scale scores were compared with student performance in numeracy and reading. Student performance was grouped into two categories: students who performed at or above the expected level of performance and students who performed below the expected level of performance. There were no comparisons with the writing domain, as the writing proficiency scale is yet to be developed. Figure STF1.6 shows the average well-being scale scores by year level and student performance.

## Figure STF1.6: PILNA Wellbeing Scale

Average scores of students by year level and proficiency



In both numeracy and literacy and across both year levels, students who performed at or above the expected level of performance had higher well-being scores on average than students who did not meet the expected levels of performance. This means that students who met the expected levels of performance in numeracy and literacy had greater levels of well-being, based on this PILNA student well-being scale.

## What does this mean?

Over half the students in Cook Islands are cheerful, have good days, and look forward to the next day, at least most of the time. Many students from Cook Islands are regularly experiencing positive well-being but a substantial proportion are not. Over 35% of students across the region are frequently experiencing challenges to well-being, such as feeling hungry and tired.

There was a clear trajectory regarding the differences in well-being scores against student performance. Students who met the expected performance level had slightly higher average well-being scores than those who did not. This indicates a correlation between the well-being of a student, and their performance in school. Regardless of whether well-being is associated with student performance in any way, the identified well-being challenges need to be addressed by stakeholders.