

Impact of external factors on teaching capacity

School leaders were asked to what extent they thought their school's capacity to provide instruction was being hindered by external factors. These factors were natural disasters, pandemics (such as Covid-19), and epidemics (such as measles). They could respond with 'To a large extent', 'To a moderate extent', 'To a small extent', or 'Not at all'.

Students from schools affected by external factors

Table SLT3.2 shows the percentage of students in Federated States of Micronesia whose school leader reported that their school's capacity to provide instruction was hindered 'To a large extent' or 'To a moderate extent' by an external factor.

Pandemics hindered instruction in schools attended by 50% of students in PILNA 2021. For all PILNA countries, this percentage ranged from 0% to 76%. This was the single largest challenge reported by school leaders.

Natural disasters hindered instruction in schools attended by 42% of students, while epidemics hindered instruction in schools attended by 24% of students.

What does this mean?

Half of all students in the region attended schools where instruction was hindered 'To a moderate extent' or 'To a large extent' by a pandemic

Table SLT3.2

Percentage of students attending schools where instruction was hindered by external factors

External Factors	Students
Natural disasters	42%
Pandemics (e.g., COVID-19)	50%
Epidemics (e.g., measles)	24%

() Standard errors appear in parentheses.

Natural disasters affected four out of every ten students and epidemics affected one out of every four students to a large or moderate extent (natural disasters, 33%; epidemics, 22%).

This research shows that school leaders believe these external factors had a substantial impact on the instruction of students in the region.