

2021 Federated State of Micronesia Report / Get to know / Schools and their leaders / Are there any barriers to quality teaching? / Resource constraints

Resource constraints

Resources in the PILNA context refer to the infrastructure, teaching materials and teachers available to a school.

School leaders were asked to indicate the extent to which their schools were affected by resource challenges. They could respond with 'To a large extent', 'To a moderate extent', 'To a small extent', or 'Not at all'. Questions related to both the quantity and quality of resources available to their school.

Table SLT3.1 shows the percentage of students from PILNA 2021 who had a school leader indicate that their school was experiencing resource constraint 'To a large extent' or 'To a moderate extent'. Note that responses indicating 'To a small extent' and 'Not at all' were left out.

Table SLT3.1

Percentage of students attending schools where instruction was hindered by poor resourcing

Issues	Percentage of Students
Shortage of classrooms	52 % (6.7)
Inadequacy of classrooms	47 % (5.9)
Shortage or inadequacy of instructional materials (e.g., textbooks)	78 % (5.1)
Shortage of teachers	60 % (6.9)
Lack of qualified teachers	50 % (6.3)
Teacher absenteeism	64 % (5.9)
Shortage or poor conditions of toilets	38 % (6.8)

() Standard errors appear in parentheses.

About three quarters of the students in Federated States of Micronesia (78%) attended schools where school leaders reported a shortage of instructional materials as a common factor hindering the school's capacity to provide instruction. This finding is supported by the teacher questionnaire, where teachers also reported limited access to literacy and numeracy textbooks in their classrooms.

Over 40% of students attended schools where school leaders reported shortages of classrooms (52%) and inadequate classrooms (47%) in their schools.

Fifty per cent of students attended schools where school leaders reported instruction being hindered by a lack of qualified teachers (50%), and more than six out of ten students attended schools where school leaders reported teacher absenteeism (64%), and a shortage of teachers (60%) as hindering instruction.

For the PILNA countries, there was substantial variation in school leaders' reports of teacher shortages and absenteeism. This ranged from 0% in some countries to 100% in others. Similarly, the proportion attending schools with a lack of qualified teachers ranged from 0% in some countries to 85% in others.

What does this mean?

Together, these findings show a theme of insufficient or inadequate resourcing in a substantial number of schools. This is consistent across infrastructure, instruction materials, and teacher availability. There were also significant variations across countries, which indicates a need for tailored interventions that take into account local circumstances in the Pacific region.