

2021 Solomon Islands Report / Get to know / Schools & their leaders / Are there any barriers to quality teaching? / Impact of external factors on teaching capacity

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 Solomon Islands whose school leaders 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 38% of students in PILNA 2021. For all PILNA countries, this percentage ranged from 0% to 76%. This was the largest challenge reported by school leaders.

Natural disasters hindered instruction in schools attended by 37% of students, while epidemics hindered instruction in schools attended by 13% of students.

Table SLT3.2

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

External factors	Students	
Natural disasters		37%
Pandemics (e.g., COVID-19)		38%
Epidemics (e.g., measles)		13%

Percentage of students attending schools where instruction was hindered by external factors, Solomon Islands, PILNA 2021

() Standard errors appear in parentheses.

What does this mean?

Two out of five students in Solomon Islands attended schools where instruction was hindered 'To a moderate extent' or 'To a large extent' by a pandemic.

Natural disasters also affected the instruction of many students in Solomon Islands to a large or moderate extent and epidemics affected the instruction of a smaller proportion of students (natural disasters, 37%; epidemics, 13%).

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