

# 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 7.11, 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.

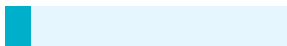
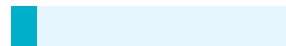
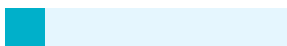
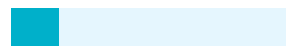
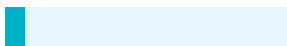
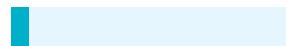
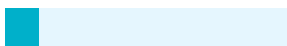
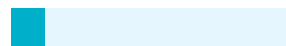
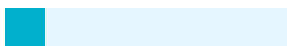
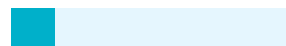
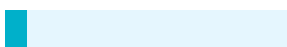
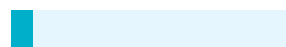
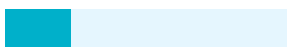
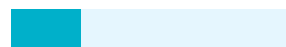
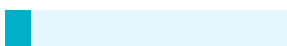
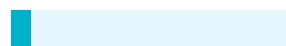
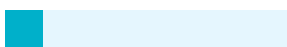
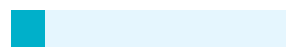


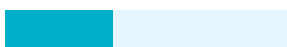

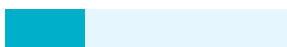
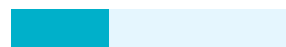


## Well-being experiences

Table STT1.8 shows the proportions of year four and year six students in Solomon Islands who reported experiencing the associated condition at least most of the time; 44% of year four students and 49% of year six students reported that they had a good day 'Most of the time' or 'Always', while 52% of year four students and 61% of year six students reported they looked forward to the next day 'Most of the time' or 'Always'.

Across both year levels, one out of five students reported not having enough friends "most of the time" or "always". More than 10% of the students reported feeling tired, upset, sad/unhappy and not having enough clean clothes/shoes or pocket money. These were found across both year levels.

Table STT1.8

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

Issue	Year 4	Year 6
<b>Negative experiences</b>		
Hungry	 9% (1.2)	 9% (1.1)
Tired	 14% (1.5)	 17% (1.7)
Sick	 7% (0.8)	 6% (0.7)
Don't have enough clean clothes/shoes	 12% (1.3)	 12% (1.7)
Don't get enough pocket money	 14% (1.4)	 15% (1.4)
Could not sleep because worried	 8% (1.0)	 8% (0.8)
Don't have enough friends	 23% (1.5)	 24% (1.8)
Could not eat because worried	 9% (1.0)	 7% (0.9)
Upset, sad/unhappy	 13% (1.3)	 12% (0.9)
<b>Positive experiences</b>		
Had a good day	 44% (2.3)	 49% (2.3)
Cheerful	 38% (2.3)	 42% (2.0)
Calm and relaxed	 28% (2.4)	 34% (2.5)
Looking forward to the next day	 52% (2.5)	 61% (2.3)

Percentage of students who frequently experienced issues related to well-being, Solomon Islands, PILNA 2021

( ) Standard errors appear in parentheses.

These findings can be compared to the findings from a similar set of items that teachers responded to (*Student difficulties reported by the teacher*). Not all the same items were given to teachers but there are interesting comparisons that can be made for the items about hunger and tiredness.

## Well-being and student performance

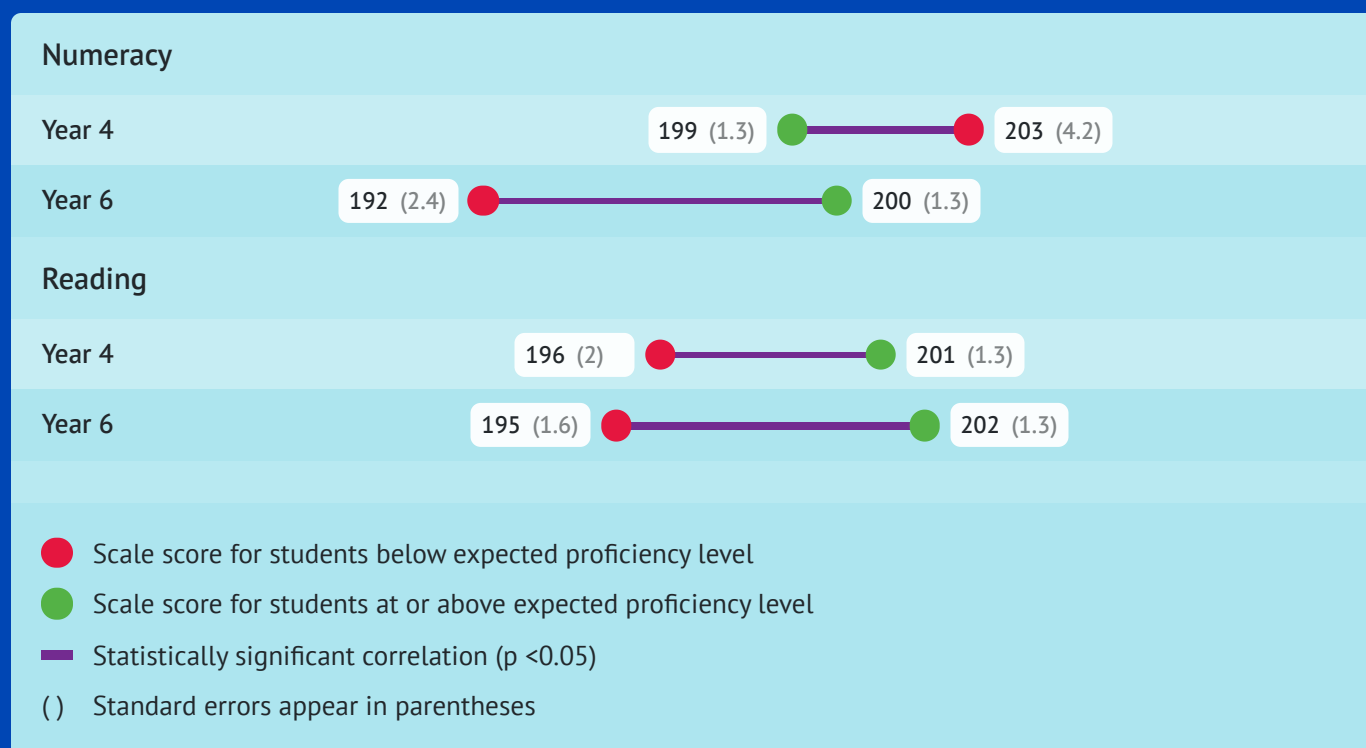
A regional scale for student well-being was established, based on the first nine items from Table 7.11. These items are related to negative well-being experiences, rather than positive well-being experiences. Higher scores on this scale indicate higher, more positive, levels of well-being.

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



This means that year six students who met the expected levels of performance in numeracy and literacy had more positive levels of well-being, based on this PILNA student well-being scale.

With year four students, those who performed at or above the expected level of proficiency in reading had higher well-being scores on average than year four students who performed below the expected level of performance in reading. Year four students who performed at or above the expected level in numeracy had similar well-being scores to students who did not.

Regardless of whether well-being is associated with student performance in any way, the identified well-being challenges need to be addressed by stakeholders.

## What does this mean?

Many students in Solomon Islands are regularly experiencing positive well-being but a substantial proportion are not. These findings can be used to inform student support activities in Solomon Islands.

There was no clear trajectory regarding the differences in well-being scores against student performance. Year six students who met the expected performance level had slightly higher average well-being scores, but mixed results were seen with year four students who met the expected level of performance. In one comparison, year four students who met the expected performance level had higher well-being scores than year four students who did not meet expected performance. In the other comparison, no difference was found.

Regardless of whether well-being is associated with student performance in any way, the identified well-being challenges need to be addressed by stakeholders.