

## Resources for teachers

Teachers were given a series of statements about the resources available to them and were asked to indicate how much they agreed or disagreed with them. Responses could be 'Strongly agree', 'Agree', 'Disagree', or 'Strongly disagree'. These statements were focused around two key resources: the space and the time available to teachers to teach and to manage learning.





### Space available for teachers

Teachers were asked to indicate their agreement with two statements about the availability of space: 'I have adequate space in my classroom for all my students'; and 'I have a space to do my work in the school'. Both touch on crucial issues for teachers, their ability to deliver effective learning and their ability to perform supporting activities, such as marking, lesson planning and administration.

The graphic (Table TT2.3) shows the proportion of students with teachers in Solomon Islands who agreed with each statement about the amount of space available to them ('Strongly agree' or 'Agree').

Table TT2.3

#### Proportion of student with teachers who agreed with each statement

Statement	Year 4	Year 6
	 68% (1.6)	 78% (1.9)
	 85% (1.0)	 84% (1.2)

Proportion of student with teachers who agreed with each statement, Solomon Islands, PILNA 2021

( ) Standard errors appear in parentheses.

The results showed that, across both year levels, most students had teachers who agreed or strongly agreed they had adequate space in their classroom for their students, although fewer students had teachers who agreed with this in year four than in year six.











Also, most students across both year levels had teachers who agreed that they have a space to do their work in school.

### Teachers' time

Teachers were asked to indicate their agreement with five statements related to the adequacy of time they had available for defined areas of their work. Table TT2.4 details the results of these questions by the year level of the students.

Table TT2.4

### Percentage of students whose teachers agree with statements on time

Statements	Year 4	Year 6
Spend an appropriate amount of time on administrative work	 87% (3.5)	 85% (3.6)
Get enough time to work with students who are slow learners	 72% (5.2)	 76% (4.0)
Get enough time to complete the required lessons in mathematics	 87% (2.8)	 86% (3.0)
Get enough time to complete the required lessons in writing	 69% (4.7)	 73% (4.2)
Get enough time to complete the required lessons in reading	 81% (3.5)	 75% (4.6)

### Percentage of students whose teachers agreed with statements on time, Solomon Islands, PILNA 2021

( ) Standard errors appear in parentheses.

Across both year levels, most of the students (between 69% to 87%) had teachers who agreed or strongly agreed they had enough time to complete the required mathematics, writing and reading lessons. However, only 72% of year four students and 76% of year six students had teachers who indicated they get enough time to work with students who are slow learners.

On average, across both year levels, more than 80% of students in Solomon Islands had teachers who agreed that they spend an appropriate amount of time on administrative work.

## What does this mean?

Most students in Solomon Islands have teachers who agree they have enough space in their classrooms for all students and a space at school to do their work. However, the results also imply that a minority of teachers are experiencing potential challenges with the space they have at school. In particular, there may be issues regarding classroom space available for year four students.

The PILNA 2021 programme also collected information about school leaders' perceptions of school resources. These are found in the school leaders' section.

Regarding teachers' time, most students in Solomon Islands have teachers who agree they have enough time to complete lessons in mathematics, reading and writing. An area of concern is, however, teachers' ability to accommodate slow learners. A large proportion of students in both year levels have teachers who think they do not have enough time to work with slow

learners. About one out of three students may not get the teacher support they need if they fall behind or are slow to absorb new concepts.