

Student difficulties

The PILNA 2021 student questionnaire collected information about difficulties students experienced beyond well-being. Specifically, the questionnaire asked students to respond to statements about their ability to learn, manage themselves, and navigate their environment. Their responses highlight the learning support needs in the region.

Students were provided with a list of situations and were asked to indicate whether they had any difficulty with them. The situations were framed around physical, cognitive, and behavioural challenges, such as seeing, hearing, managing behaviour and walking. The responses they could give were 'No difficulty', 'A little difficulty', 'A lot of difficulty', or 'I cannot do it at all'.

Proportions of students experiencing challenges

Table STT1.7 lists the challenges to student learning measured by the questionnaire. This table also shows the proportions of year four and year six students who reported these as either 'A lot of difficulty' or 'I cannot do this at all'. This allows us to identify the proportion of students on whom these factors posed a severe burden.

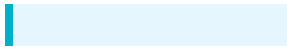
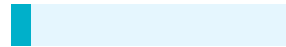
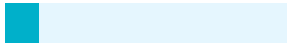
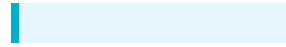
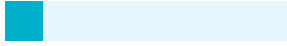
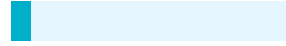
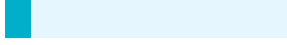
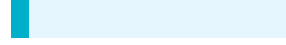
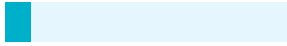
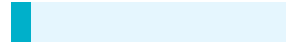
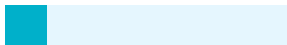
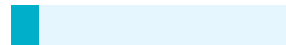
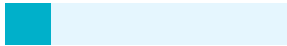
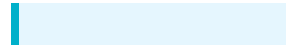
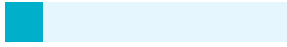
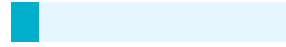
Overall, the distribution of students reporting at least 'A lot of difficulty' across the eight items was relatively concentrated. For both year four students and year six students, the proportions of students reporting at least 'A lot of difficulty' across the items was between 3% and 16%.

The most frequently reported difficulties were 'Concentrating and focusing your attention' (year four, 13%; year six, 10%) and 'Learning or remembering things' (year four, 15%; year six, 10%). The least reported difficulty was 'Seeing, even if wearing glasses' (year four, 3%; year six, 7%).

Difficulties with 'Controlling behaviour' were reported by a substantial proportion of year four students, but not year six students (year four, 16%; year six, 3%).

Table STT1.7

Percentage of students with difficulties

| | Year 4 | Year 6 |
|---|--|--|
| Seeing, even if wearing glasses |  3% (0.0) |  7% (0.2) |
| Hearing, even if wearing a hearing aid |  12% (0.8) |  3% (0.0) |
| Walking or climbing steps |  13% (4.0) |  7% (0.0) |
| Being understood by other people when I speak |  9% (2.9) |  6% (0.0) |
| Self-care, such as feeding or dressing yourself |  9% (0.3) |  7% (0.0) |
| Learning or remembering things |  15% (2.2) |  10% (3.7) |
| Controlling your behaviour |  16% (9.0) |  3% (0.0) |
| Concentrating and focusing your attention |  13% (5.6) |  10% (4.1) |

Percentage of students with difficulties, Tokelau, PILNA 2021

() Standard errors appear in parentheses.

What does this mean?

A minority of students in Tokelau are experiencing behavioural and cognitive challenges related to learning and school environments in general. Year four and year six students report several of these challenges at different rates. These findings can inform learning support activities in Tokelau.