



GOVERNMENT OF SAMOA

Ministry of Education, Sports and Culture

Reasons Students in Samoa Do Not Complete Secondary

“Education is the most powerful weapon which you can use to change the world. Education is the key to eliminating gender inequality, to reducing poverty, to creating a sustainable planet, to preventing needless deaths and illness, and to fostering peace.”

Policy, Planning & Research Division

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ABBREVIATIONS

AusDFAT:	Australia Department of Foreign Affairs and Trade
ESP:	Education Sector Plan
MESC:	Ministry of Education, Sports and Culture
NR:	No response
OGG:	One Government Grant
PI:	Pacific Island
PICs:	Pacific Island countries
PPRD:	Policy, Planning and Research Division
PSET:	Post-secondary education and training
PTA:	Parent-teacher association
SDS:	Strategy for the Development of Samoa
SPECA:	Samoa Primary Education Certificate of Assessment
SSFGS:	Samoa School Fee Grant Scheme
SSC:	Samoa School Certificate
SSILNaS:	Samoa Schools Innovation for Literacy, Numeracy and Science
SSLC:	Samoa Secondary Leaving Certificate
SVSG:	Samoa Victim Support Group
TVET:	Technical and vocational education and training
UNICEF:	United Nations Children's Fund

DEFINITIONS

Early school leaver: A student who was enrolled at any time during the previous school year, who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to long-term illness are not considered early school leavers.¹

Factor and Reason: These synonymous words are given distinct meanings within this study. **Reason** is defined as a statement offered in explanation for a student dropping out, while **factor** is used to describe a grouping of similar reasons

Contributing reason: A reason stated by respondents as linked to students' dropping out, which is not considered to be the main reason

Drop-out rate: Proportion of students from a cohort enrolled in a given year level in a given school year who are no longer enrolled in the following year (*MESC Education Statistical Digest 2018*)

Progression rate: Proportion of students from a cohort enrolled in a given year level, in a given school year, who study at the next year level in the following school year (*MESC Education Statistical Digest 2018*)

Retention rate: Proportion of a cohort of students enrolled in the first year of a given cycle of education (ie primary or secondary), in a given school year, who are eligible to advance to the successive year level (adapted from *MESC Education Statistical Digest 2018*)

Bullying: The repeated negative actions by individuals or groups against a target individual or group, which ... can involve humiliation, domination, victimisation and all forms of harassment, including that based on gender, race, disability, sexual orientation or sexual identity (adapted from *MESC National Safe School Policy 2016*)

¹ Adapted from Palu, A K 2014. *Factors Related to High School Drop-out Rates of NHOPI Students in Utah*. p2

1. EXECUTIVE SUMMARY

The Samoa Ministry of Education, Sports and Culture (MESC) is concerned about the high numbers of students not completing secondary education, so has undertaken this research study to identify reasons associated with students dropping out. The literature review revealed that leaving secondary school without completing is not a problem unique to Samoa but is in fact a world-wide problem. Similar studies in Utah, Fiji, Kiribati and in Samoa, together with the statistics from MESC's recent annual *Education Statistical Digests*, helped to provide a framework for discussion of the research findings.

Qualitative information was gathered by MESC's Policy, Planning and Research Division from four different stakeholder groups using questionnaires, interviews and focus group discussions. The research instruments had been developed with input from MESC's Core Executive and the Education Sector Research Committee. A large representative sample of Year 11-13 students at all government, mission and private schools was surveyed in March 2019, as were most principals and many parents and school communities. A small number of students who had actually dropped out was also questioned. All responses were translated into English and then coded, categorised and analysed.

Current Year 11-13 students were almost all happy at school and had the intention of completing their education. However 14% admitted to being affected by bullying and many came from families where neither parent was in paid employment. Nearly two-thirds of them had a friend or family member who had dropped out of school. Over 50% of the reasons mentioned by principals in their interviews as being linked to early school-leaving related to students' families, with students' academic weakness and/or demotivation and poor attendance making up a further 34% of the reasons. However, the strategies principals were implementing to try and reduce drop-out rates at their schools tended to focus on pulling students to school with extra-curricular activities and special events.

For parents and school communities, financial hardship was overwhelmingly deemed to be the driver of early school-leaving. Lack of parental encouragement, parents not prioritising their children's education and permitting irregular attendance were acknowledged to contribute. The majority of actual early school-leavers surveyed regretted their decision to drop out and would have liked to have gone back to school. Most cited lack of finance as the reason they dropped out. None were in paid employment and most had low self-esteem, with several admitting they were now "involved in bad associations".

The prevalence of potential reasons for dropping out is high among current students, with many struggling academically or suffering from financial hardship, or having a friend or family member who had dropped out. The drop-out reasons described by respondents in

each of the four stakeholder groups were categorised into those related to students' families, to the students personally, to their schools and to their peers. Different stakeholder groups ranked main factor categories differently, but all ranked family-related factors either first or second in importance.

Family-related factors included financial hardship (ie students having no registration fee at government schools or no school fees at mission and private schools, or no bus fare or lunch money), guardians or parents either not prioritising education or putting domestic duties above schooling, parents allowing their child's irregular attendance, unsupportive home environments, broken families, lack of parental encouragement and low parental expectations. Personal factors associated with early school-leaving included students struggling academically, being academically demotivated, falling behind with internal assessments, having low levels of literacy and numeracy at admission to secondary school, having irregular attendance and/or disciplinary problems and being interested primarily in sports rather than academic work.

Some school-related factors linked to students dropping out were harsh physical discipline by teachers, students being scared of a teacher, bullying by other students and policies at some schools around progression, repeating years and so on. The main peer-related reasons found for students leaving school early were peer pressure from those who had dropped out, pregnancy, and alcohol or drug consumption.

Ten recommendations for secondary schools and MESC to consider are made, based on the conclusions drawn from the research findings. These recommendations suggest some strategies that might help reduce the numbers of students in Samoa leave school prematurely.

2. INTRODUCTION

2.1. Background

The Samoa Ministry of Education, Sports and Culture (MESC) has long been concerned about the high numbers of students who do not complete their secondary education. This research study tried to identify reasons associated with students dropping out. The decision to leave school early is complicated and is influenced by what is happening in the life of the student at school and at home, by his or her friends, and by his or her family circumstances.

In order to appreciate the purpose, findings and recommendations of this study, it is important to have some knowledge of the Samoan education system. Education in Samoa consists of eight years at primary school, followed by five years at secondary, although progression from one year level to the next is not automatic, so some students repeat a level. MESC is responsible for administering the Education Act 2009, and the subsequent Education Amendment Act 2019 which made schooling compulsory from 4 to 16 years of age. The range under the 2009 Act had been from age 5 to either the end of Year 8, or 14 years of age.

Before 2003 there were 21 junior secondary schools (Year 9 and Year 10), under district management, and three government senior secondary schools (Years 11-13) which took boarders: Samoa College and Avele College in Apia and Vaipouli College in Savai'i. The senior secondary schools were selective, accepting only students with the highest Year 10 examination scores. There were also a number of mission (ie church-run) and private secondary schools on both islands, which provided senior secondary education to those who did not gain entry to the government's three colleges. After 2003 junior secondary schools in each district were progressively transformed into Year 9-13 schools and their management was taken over by the Education Ministry. At the same time Vaipouli College was closed and boarding was no longer provided at Avele and Samoa Colleges.

A census of all schools takes place annually in March, collecting demographic data about students, their levels and their subjects. Further information about Year 12 and 13 students and their subjects is collected when they register, in September, for compulsory national end-of-year examinations. Roll numbers of Year 11, 12 and 13 students in government, mission and private schools (according to the *Education Statistical Digest 2018*) were:

Year	Govt	Mission	Private	Total
Year 11	1915	1161	4	3080
Year 12	1819	1050	98	2967
Year 13	1213	774	75	2062
	4947	2985	177	8109

Table 1: 2018 Roll Numbers of Year 11-13 Students

In 2018 39% of secondary students attended private and mission schools, run by the five main church denominations in Samoa: Congregational Christian Church of Samoa, Catholic, Latter Day Saints, Methodist and Seventh Day Adventist. Three mission and private schools promote students directly from Year 10 to Year 12 – Fa’atuatua, Robert Louis Stevenson and Samoa Adventist (about 150 students per year, or 5% of the Year 10 cohort). This causes some distortion in the national progression and retention statistics at senior secondary level, masking what is really happening at Years 11 and 12 with drop-out rates.

Samoan students’ progress and achievement is measured in national examinations which occur (approximately) at the end of every second year level. At secondary school, the examinations come at Year 12 and Year 13, the final two years of schooling. In 2017 the end of primary Year 8 national examination, Samoa Primary Education Certificate of Assessment (SPECA), changed its focus from being an aptitude test to an achievement test, in line with an earlier shift in Samoa to an outcomes-based curriculum.

A very high proportion of students end primary schooling not functionally literate or numerate, having achieved less than 50% (Beginner level) in SPECA examinations. According to the *Education Statistical Digest* in 2018 98% were Beginners in Mathematics, 82% in English and 83% in Samoan. Several years ago MESC introduced the Samoa Schools Innovation for Literacy, Numeracy and Science (SSILNaS) initiative to tackle this issue at both primary and secondary schools.

Ongoing secondary teacher shortages (and a lack of facilities and/or resources in the case of technical and vocational education and training [TVET] subjects) mean that not all 17 examinable Year 12 subjects are offered at all schools (the range is 7 to 16 subjects offered). In fact only 19 of the 41 secondary schools offer the full eleven academic subjects at Year 12, and only two offer the full six vocational subjects, according to the most recent data available (from the *2015 Digest*). Vocational students are able to enter the eleven church-run and private TVET institutions once they have completed Year 11, but cannot enter the main government tertiary TVET provider, the National University of Samoa, unless they have completed Year 13, or are mature applicants with relevant work experience. It is likely that very few early school-leavers go on to post-secondary education and training (PSET).

Even if a subject is offered at a specific school at Year 11, 12 or 13 level, the teacher teaching it is not always qualified in that discipline, although this is becoming less common as a result of recent large investments in teacher qualification upgrading, especially in science subjects.

While there is no national policy restricting progression from Year 12 to Year 13 to those who have passed the Year 12 national examination, some schools set their own policy in order to manage Year 13 class sizes. Neither is there a national policy limiting the number of times a student may repeat Year 12 or Year 13, but again, some schools set their own policy in order to manage Year 12 and Year 13 class sizes.

The Government of Samoa pays the salaries of teachers and support staff at government schools. Government schools also received grants to cover stationery and consumables. The Samoa School Fee Grant Scheme (SSFSGS), introduced in 2010 for primary education at government, mission and special schools only, assisted schools with tuition costs on a per capita basis. The grant was intended to reduce financial barriers to education and improve retention rates, by reducing the fees government schools charged parents. Strict rules governed what schools could purchase using SSFSGS funds. Private, mission and special schools received other grants from the government to assist with salary costs.

In 2015 the SSFSGS was extended to cover students in Years 9 to 11. In 2019 the government grants for stationery and consumables, and the tuition fee grants, were merged into One Government Grant (OGG), again with strict rules about how the funds could be used. Government school committees continue to charge “registration fees”, which range from SAT10 to SAT40 per term, for Year 12 and 13 students and for items not covered by the OGG. Tuition fees at mission and private schools for Year 11, Year 12 and Year 13 students range from SAT50 to SAT700 per term.

All Year 12 and 13 students are required to sit at least four subjects in the end-of-year national examinations, as they need a total of 200 in English and their best three subjects to be deemed to have “passed” the Samoa School Certificate (SSC) or the Samoa Secondary Leaving Certificate (SSLC). In 2019 exam registration fees for four SSC subjects were SAT75; for SSLC they were SAT175. MESC has discretion to allow unregistered students to sit the examinations, but such students’ results are not released until they have paid their examination registration fees in full.

The use of corporal punishment at schools was prohibited ten years ago, under the Education Act 2009, although the Education Amendment Act 2019 now permits teachers to use reasonable force on a secondary student, not as a disciplinary measure, but in special circumstances such as to stop fighting between students or to prevent one student harming another.

2.2. Purpose of Study

High rates of early school-leaving in Samoa are especially concerning, given the size of the youth population and high youth unemployment levels. In the 2016 census, 38% of the population was aged 14 and under, a further 25% between 15 and 29². Not completing secondary school is a barrier to tertiary PSET opportunities. Low education levels and lack of qualifications lead to poor employment prospects, the most damaging of the myriad of lifelong impacts for early school-leavers. The 2016 census brief on Education and Economics states that of the total of 121,219 persons aged 15 years and over, 45% stated they had no

² Samoa Bureau of Statistics, 2017

educational qualification.³ The 2017 *Labour Force Survey* reported that 82% of the unemployed had an education below TVET/tertiary level⁴.

According to the most recent Samoa *Household Income and Expenditure Survey*, 12% of those who completed primary school and 25% of those who completed secondary education were in full-time paid employment, compared with 69% of people who had a tertiary qualification (including Foundation and TVET)⁵. These facts are why MESC is concerned about the high numbers of students who do not complete secondary school.

This study was conducted to answer two research questions:

- (i) What are the reasons associated with high drop-out rates in Years 11 and 13; and
- (ii) What are the contributing reasons linked to students leaving secondary school without completing

The first research question aimed to identify the main reasons associated with senior secondary students dropping out, while the second question hoped to identify ancillary reasons that might be influencing decisions to drop out.

2.3. Literature Review

The United Nations Children’s Fund (UNICEF) has declared education as a basic human right for every child, stating education is a proven intervention for enhancing the lives of all people. However, dropping out of secondary education before completing is a problem in most countries, from developed nations such as the United States of America, Canada and European states, to the least developed countries in Africa, Latin America, Asia and the Pacific⁶. A recent study by Afa Palu looked for reasons causing native Hawaiian and other Pacific Island students in Utah to drop-out before completing high school.⁷ It identified many reasons relevant to MESC’s current study. The Utah study, which involved in-depth interviews with Pacific Island (PI) students who had dropped out, grouped the reasons under the headings personal, family, peer, cultural and school-related factors, the same groupings as had been used in two earlier studies in the US and in Tonga. Palu created a conceptual model based on his findings which showed that “the influences of these factors on the [PI] high school students which led them to drop out of school were by no means linear... [and] seemed to be mediating their decision to drop out of high school in a more complex fashion and in various degrees of effect.”⁸ Peer-related factors, including good peer influences, bad peer influences, and daily negative peer activities, seemed to have the

³ Samoa Bureau of Statistics, 2017. p12

⁴ Samoa Bureau of Statistics, 2018. p33

⁵ Samoa Bureau of Statistics, 2014. p21

⁶ Englund et al, 2008

⁷ Palu, A. K., 2014

⁸ Ibid, p214

greatest effect, followed by personal factors such as demotivational behaviours and lower literacy proficiency. Family-related factors included lack of home-school communication, parents being less involved in their children's education, families' financial struggles and parents' low educational achievements had the third greatest effect on early school-leaving in Utah.

For many Pacific Island Countries (PICs) the main educational issues⁹ are low completion rates, high student drop-out rates, and under-education. For the vast majority of secondary level students in the Pacific (as high as 75% in many PICs), formal education ends at Year 12 when students fail to meet the entrance requirements for the next year level. Chandra, in her 2009 master's thesis entitled *An Exploratory Study: Student Drop-outs and Related Issues in a Fiji Secondary School*, found dropping out was linked to four important contributing reasons: family support, poverty, progression rules and students' lack of motivation. While the research was limited to a single rural secondary school in Fiji, literature quoted in her thesis suggested that "education is not a priority for poor people... The weak financial status of many families has, therefore, had an implication on the completion of secondary education for many children in Fiji."¹⁰

A 2018 Australian Department of Foreign Affairs and Trade (AusDFAT) study¹¹ looked at the reasons boys were dropping out of school in Kiribati in greater numbers than girls. The main types of reasons pushing boys to leave school early were embarrassment or shame (due to poor academic performance, being older than the rest of the class, or falling behind) and family issues (including pressure to do domestic duties, pressure to learn traditional skills, families being unable to afford school fees, a significant change in family structure, or a lack of encouragement from parents). School punishment featured as the third type of reason for boys to drop out: fear of physical discipline; being scared of the teacher; and being sent home by the school as a disciplinary measure.

The Strategy for the Development of Samoa (SDS 2016-2020) has as Key Outcome 7 "Quality Education and Training Improved", which flows from the UN Sustainable Development Goal 4 to "ensure inclusive and quality education for all and promote lifelong learning." However, despite the huge investments in the education sector by the Samoan Government and development partners over the past two decades, secondary student drop-out rates still remain high. The Education Sector Plan (ESP 2013-2018) has five main goals – quality, access, relevance, research & policy coordination and efficient and effective management of educational resources. With respect to access, the ESP acknowledges that "the key constraint

⁹ Thaman, 2006

¹⁰ Chandra, 2009, p10

¹¹ AusDFAT, 2018

keeping children out of school, or enrolling and then dropping out, is related to families' economic situations and the open and hidden costs of educating a child."¹²

Fitu's 2012 study¹³, *Analysis of Samoan School Drop-out Rates 1995-2007*, looked for correlations between school-related factors and dropping out. Fitu's study scrutinised the effects of aspects such as student-teacher ratio, school size, teacher gender, ethnicity and qualifications, and school facilities and resources. The study found that students were less likely to drop out of a school in the Apia urban area than in Savai'i or the rest of Upolu, and more likely to drop out of government schools than mission or private colleges. Large school size and, somewhat surprisingly, high student to teacher ratios, were negatively correlated with drop-out rates, while teacher gender had no discernible effect. Better-qualified teachers were linked to lower numbers dropping out, while quality of school facilities had a variable relationship.

The drop-out rate is defined as the proportion of students from a cohort enrolled in a given year level, in a given school year, who are no longer enrolled in the following school year. It is calculated from the "non-progression" rate minus the repetition rate. The current research study was commissioned to seek answers as to what main and contributing reasons might be linked to secondary students' decisions to drop out, especially from Years 11 and 13.

The graph below displays drop-out rate data, over the past three years, from the annual *Education Statistical Digests*. Years 11 and 13 show consistently high drop-out rates. A spike in the drop-out rate at Year 11 is not unexpected, because students who have started school at age five, and who have not repeated a year level, reach the age of 14 (the minimum school-leaving age until 2019) sometime in Year 10.

It must be noted, however, that the Year 11 rate is distorted by the estimated 5% of the Year 10 cohort that is promoted straight to Year 12 at some schools. In crude terms, if it were assumed that most of the Year 10 students at the three mission and private schools promoting directly to Year 12, had instead gone into Year 11, the drop-out rate for Year 11 in 2018 might have been about 14% (rather than 19%), and the drop-out rate for Year 12 might have been about 9% (rather than 4%).

¹² Education Sector Plan, 2013, p25

¹³ Fitu, 2012

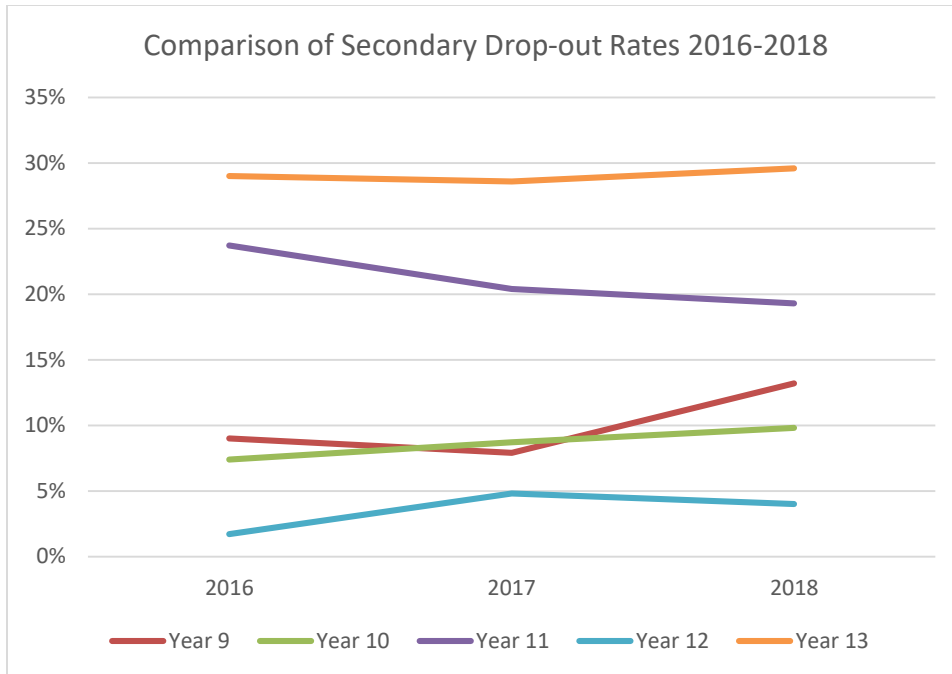


Figure 1: Comparison of Secondary Drop-out Rates 2016-2018

Data from the *Education Statistical Digests* over the past four years does show a gender difference (males shown in blue bars, females in hatched pink) emerging in the total numbers of students completing their secondary education. An increase in the numbers of males dropping out is being offset by a decrease in the numbers of females.

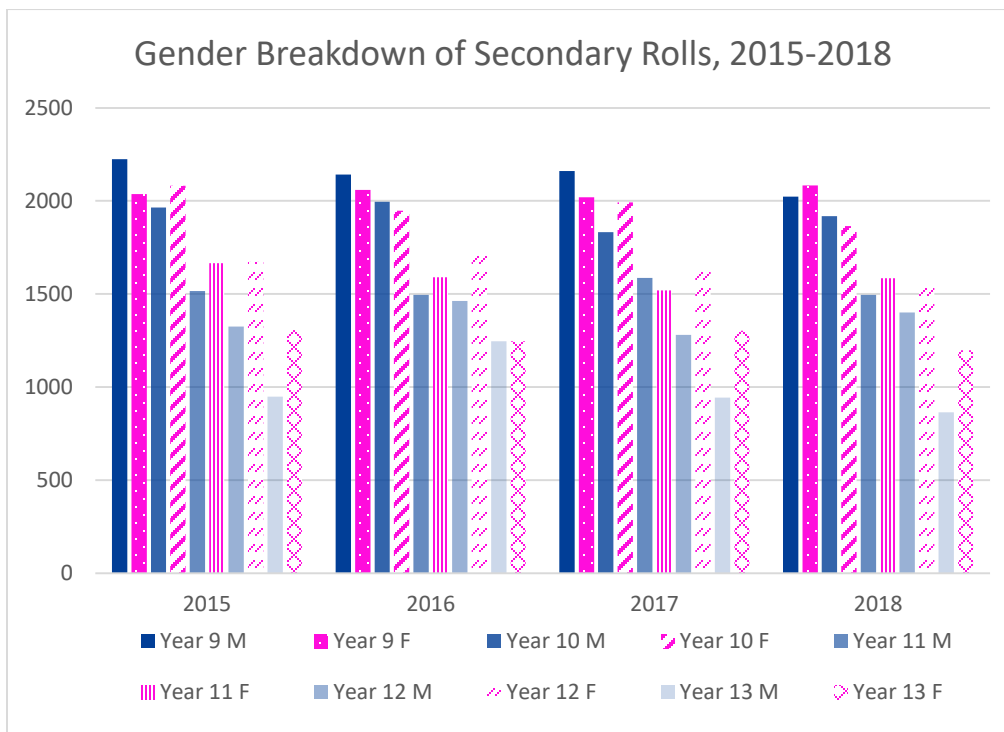


Figure 2: Gender Breakdown of Secondary Rolls, 2015-2018

3. METHODOLOGY

The study used an exploratory qualitative mixed research methodology. A blend of three types of research tools was selected to capture the major reasons for dropping out, as well as the contributing reasons. Four different stakeholder groups were surveyed:

1. Students in Years 11, 12, & 13 - Questionnaires
2. School Principals - Interviews
3. School Communities and Parents - Focus Group Discussions
4. Actual Early School-leavers - Questionnaires

Each research instrument was developed by MESC's Policy, Planning and Research Division (PPRD) research team in an iterative process, involving draft questions being vetted, revised and refined by MESC's Core Executive and the Education Sector Research Committee. The questionnaires were bilingual, and the interviews and focus group discussions were conducted mostly in Samoan.

It was agreed that stakeholder groups at all 41 schools with secondary students in Upolu and Savai'i would be surveyed. During each school visit, different members of the PPRD team would:

- administer the questionnaire to a representative sample of students from year levels 11, 12, and 13;
- interview the school principal; and
- facilitate the focus group discussions with the school community including members of the school committee, village mayor, and representatives from the Parent-Teacher Association (PTA)

The intention was to obtain, during the interview with each principal, contact details for students who had dropped out of Years 11, 12 or 13 in the past year. Those former students, the fourth stakeholder group, were to be contacted individually and asked to complete the Actual Early School-leaver questionnaire.

PPRD staff planned to collect the data for the study over two weeks in March 2019. The questionnaire answers were to be translated into English (where necessary) before being entered into Excel spreadsheets. Similarly the interviews and focus group discussions, which were recorded bilingually, were entered into spreadsheets, in English.

Responses from all four stakeholder groups were then coded, categorised and summarised to facilitate analysis.

3.1. Intended and Actual Samples

The intention was to survey at least 10% of current Year 11, 12 and 13 students; all 41 school principals, all 41 school communities and at least 10 actual early school-leavers from each secondary school, as detailed below.

Research Tool	Intended Sample	Goal
1. Student Questionnaire	5 males + 5 females at each senior year level (11, 12 and 13) ie 30 per school	1230
2. School Principal Interview	1 per school Vice-Principal to provide data if Principal unavailable at the time of the data collection	41
3. Parent and Community Focus Group Discussion	1 group per school	41
4. Actual Early School-leaver Questionnaire	10 per school	410

Table 2: Intended Stakeholder Group Sample Sizes

The actual stakeholder group responses gathered appear below.

Research Tool	Actual Total	Response Rate	Comments Regarding Actual Sample
1. Student Questionnaire	1150	93%	Some schools had no Year 11 or had small Year 13 classes; 1 school in China
2. School Principal Interview	39	95%	1 school principal in China (Aoga Faamasani Amosa); 1 principal, who had asked to be allowed to return written responses to questions rather than be interviewed (Faleata College), did not return responses
3. Parent and Community Focus Group Discussion	14	34%	Only one of the mission and private schools and one Apia urban government school, and two Savai'i schools had convened a school community focus group
4. Actual Early School-leaver Questionnaire	27	7%	Difficulties obtaining responses from actual school-leavers – see below

Table 3: Actual Stakeholder Group Response Numbers

The low response rate for actual school-leavers arose from two causes. Firstly, when school Principals were asked during their interviews for contact phone numbers and/or addresses of students who had dropped out of Years 11, 12 or 13 within the past year, most were unable

to provide this information. Secondly, due to the sensitivity of the research topic, few of the actual early school-leavers contacted were prepared to answer the questionnaire.

It is recommended that if further research is to be undertaken on a sensitive subject of this nature, different strategies be used to reach students who have left school early. Originally the Ministry of Women, Community and Social Development Youth Division had been asked if they could assist the researchers reach this group, but they had been unable to suggest any pathways. Alternatives that could be considered for future similar studies might be to seek access through the Samoa National Youth Council, through the Ministry of Commerce, Industry and Labour Regional Seasonal Employment database, or through village *taule'ale'a* or church youth groups. Mechanisms to reach early school-leaving females, who tend to be less visible than males, would also need to be explored.

In addition, consideration should be given in future research to using a different type of research tool in surveying this group, given that some early school-leavers were known to have low levels of literacy.

4. RESULTS

Please note: In the presentation of results that follows, the small numbers of respondents who did not answer specific questions are excluded, as they are statistically insignificant. For this reason, and because of rounding, total percentages sometimes do not add to one hundred.

4.1. Students at School – Questionnaire Responses

Of the 1150 students who responded to the questionnaire (which represents 14% of the Year 11-13 student body), 59% were female, a little higher than the 54% of the Year 11-13 student population recorded as female in the *2018 Digest*. Respondents were relatively evenly split among Years 11, 12 and 13 and 80% were at or above the new minimum school-leaving age of 16 years.

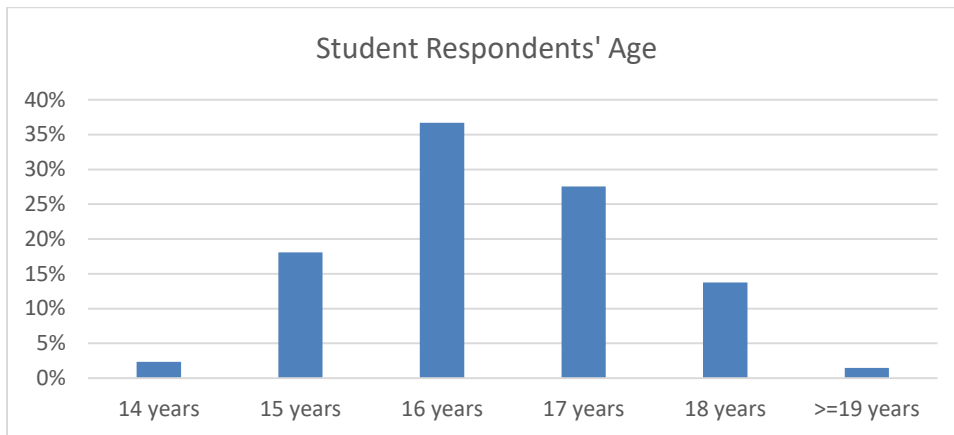


Figure 3: Student Respondents' Age

Students at schools in the Rest of Upolu region provided 38% of the responses, with 32% coming from Apia urban schools and 31% from Savai'i. A higher than expected proportion of student respondents were taking subjects from a mix of disciplines, with a low number enrolled for a vocational pathway as shown below.

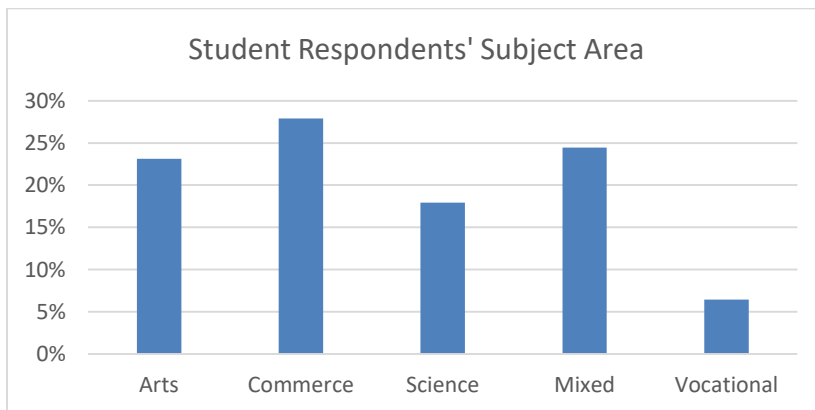


Figure 4: Student Respondents' Subject Area

Half the student respondents found their subjects easy, 46% found them hard and 3% found some hard and some easy. Three-quarters of the respondents claimed to be always present at school unless they were sick or there was a *fa'avelave*, with the most frequent other reason for absence being “financial, transport or family problems”.

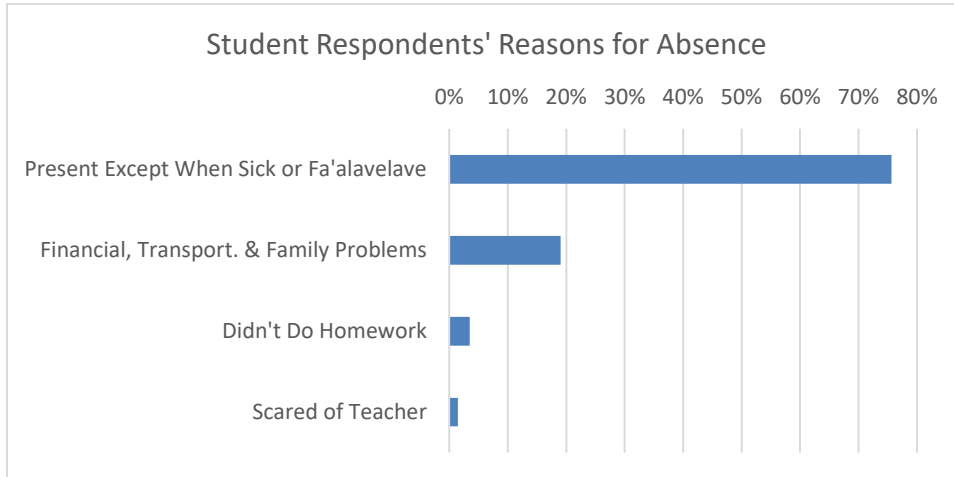


Figure 5: Student Respondents' Reasons for Absence

Respondents were asked who helped them with their schoolwork and were permitted to name multiple sources of assistance. After teachers, siblings were the most common helpers.

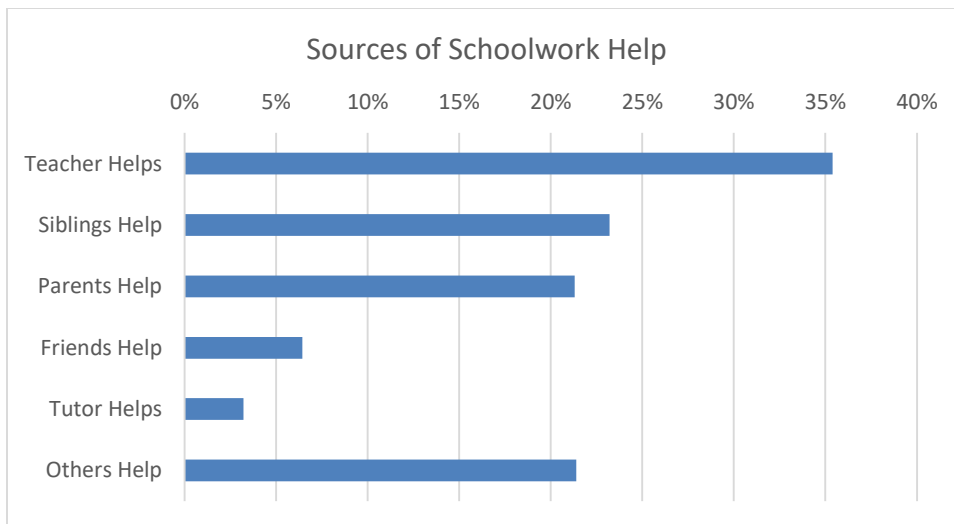


Figure 6: Sources of Schoolwork Help

Ninety-nine percent of respondents said they were happy at school, and 95% said they intended to complete their secondary education. Of the 4% who did not plan to complete or who were not sure, nearly half intended to enrol in a PSET programme, 33% had other plans, and only 8% indicated that they might drop out to look for work.

Bullying was declared to be happening at their school by 41% of respondents, and 14% of all student respondents claimed to be affected by bullying.

Students were asked whether a friend or family member had recently dropped out before completing their schooling, and why. Sixty-two percent of student respondents did know someone who had left school early, and the reasons they had left appear below.

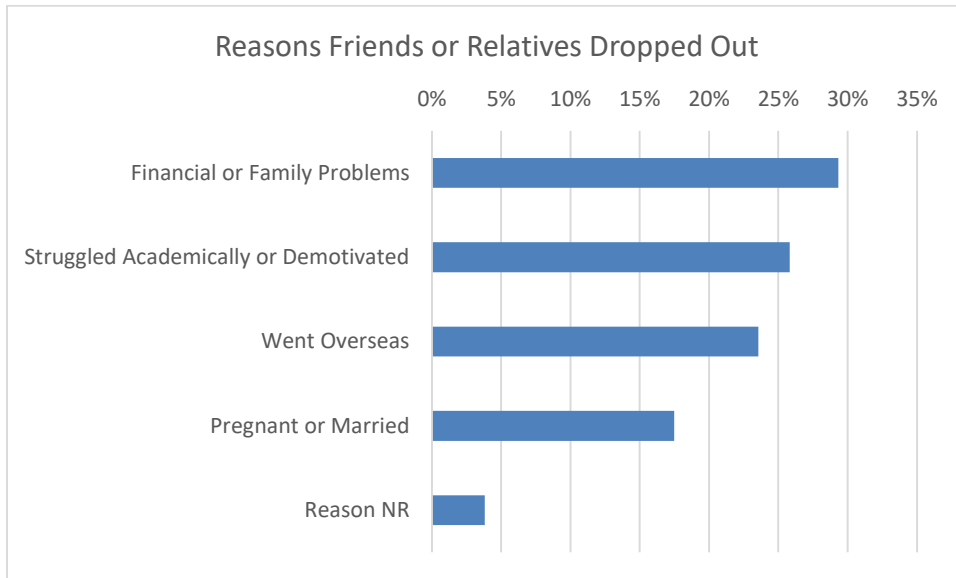


Figure 7: Reasons Students' Friends or Relatives Dropped Out

Parents were funding the education of 93% of respondents, with the remaining 7% being funded from various other sources. A significant number of respondents did not have a parent in regular paid employment, as is shown below.

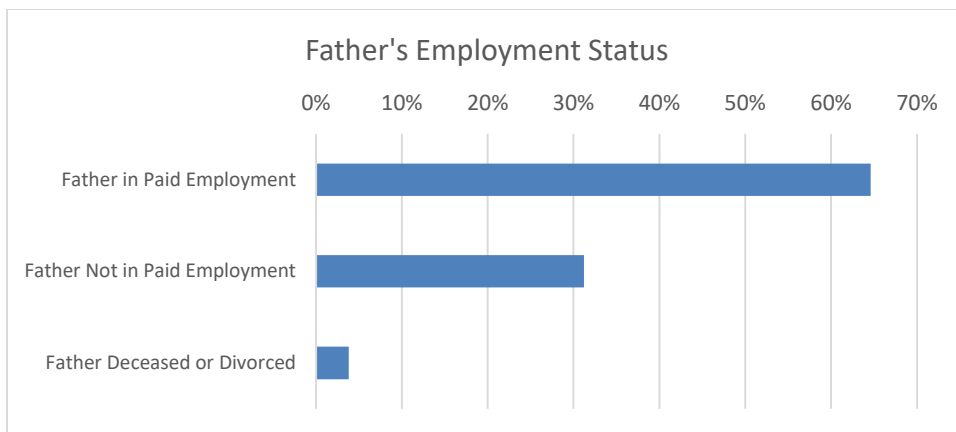


Figure 8: Father's Employment Status

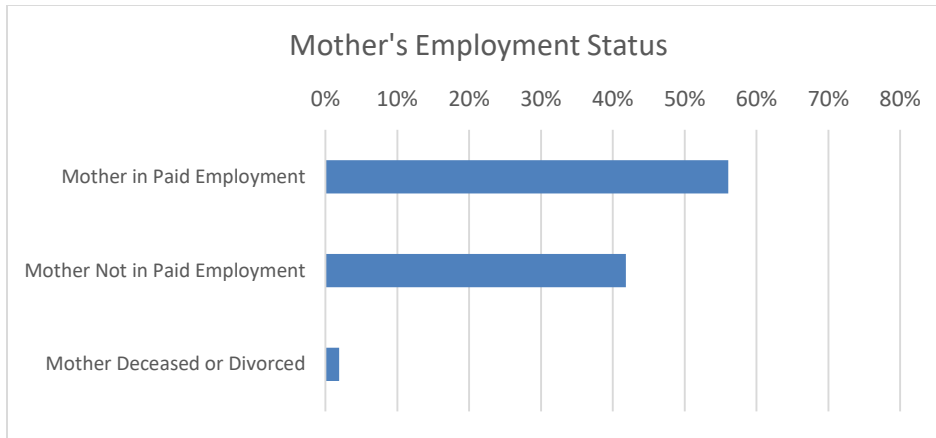


Figure 9: Mother's Employment Status

In summary, nearly half of the student respondents were finding their subjects difficult and nearly a quarter had been absent from school for reasons other than illness or *fa'alavelave* obligations. They were more likely to receive help with their homework from their siblings than their parents. Although almost all stated they were happy at school and intended to complete Year 13, 14% said they were being bullied. Nearly two-thirds had a friend or relative who had left school early and a significant proportion came from families with no regular income.

4.2. Principals – Interview Responses

Nineteen of the 39 principals interviewed stated that early school-leaving was an issue at their school, including eight of the seventeen mission and private school principals. The principals identified many reasons associated with students dropping out, and they have been categorised under the headings used in the Utah study:

- Family related
- Personal
- School-related
- Peer-related

Family-related factors were the reasons most frequently cited by principals during their interviews as shown below.

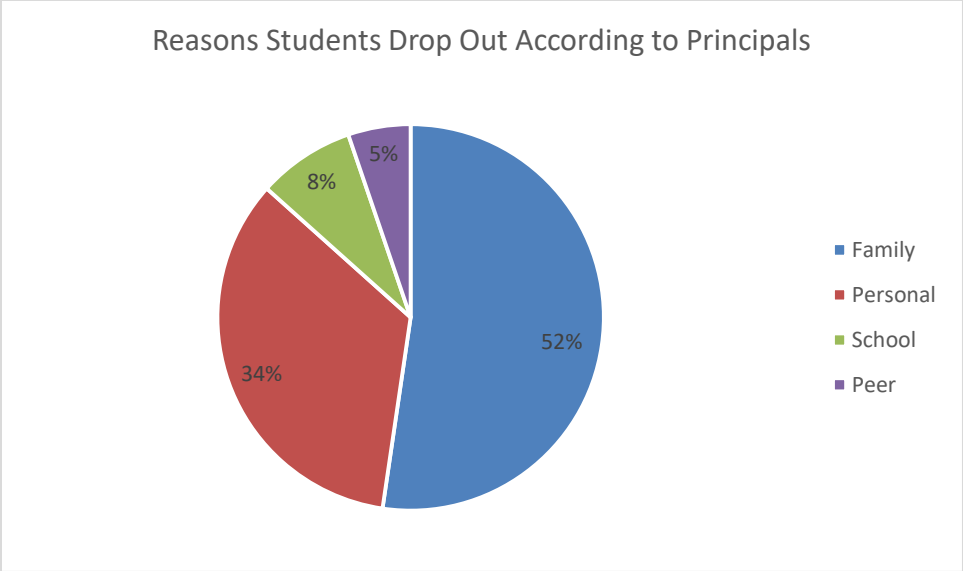


Figure 10: Reasons Students Drop Out According to Principals

Drilling down under each heading, the relative number of times each type of reason was mentioned by principals is shown on the following charts.

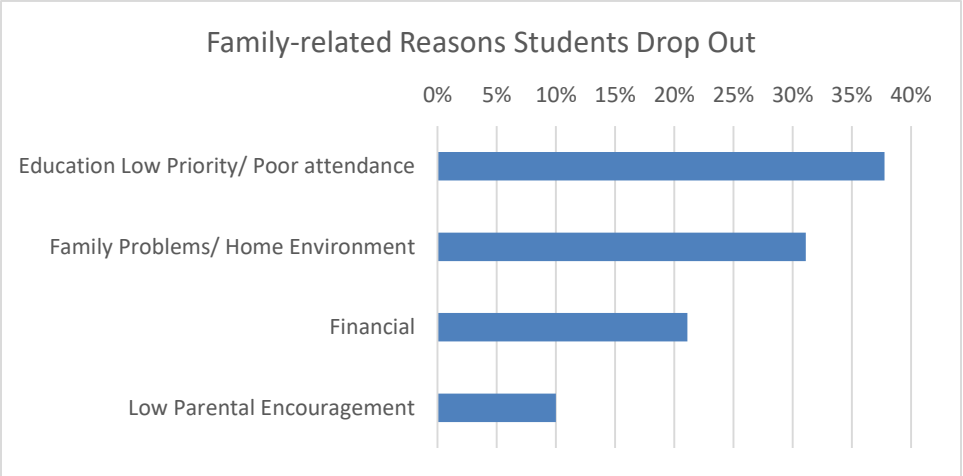


Figure 11: Family-related Reasons Students Drop Out

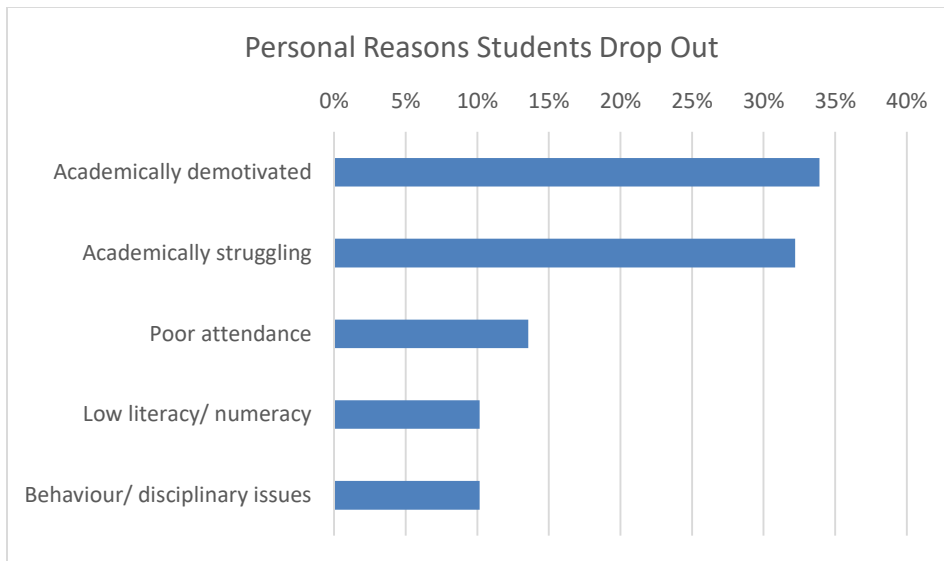


Figure 12: Personal Reasons Students Drop Out

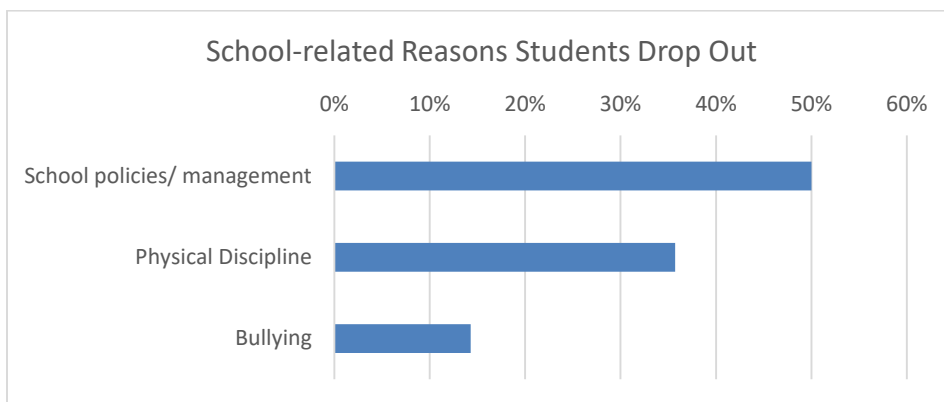


Figure 13: School-related Reasons Students Drop Out

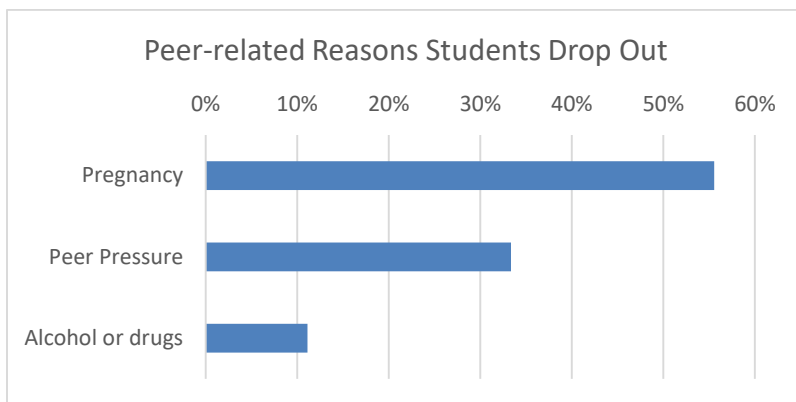


Figure 14: Peer-related Reasons Students Drop Out

Principals were asked about the strategies they used to encourage students who might be at risk of dropping out, to stay at school. The three most frequent techniques used were: counselling and fostering good communication between students, teachers and with parents; holding special events such as Culture Days, English Days, Sports Days, exhibitions,

fairs, and talent shows; and providing a wide variety of extra-curricular activities, especially sporting and cultural.

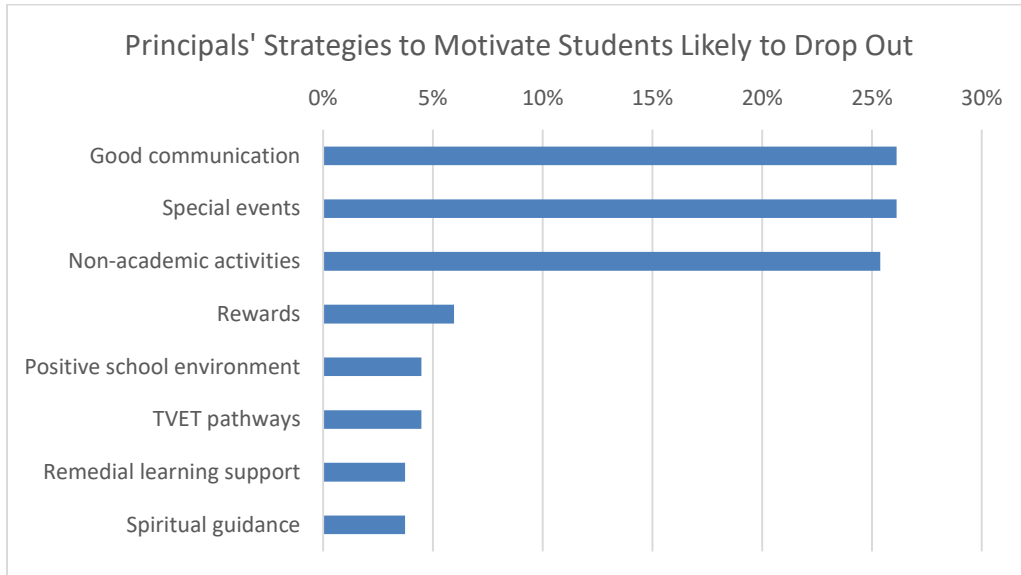


Figure 15: Principals' Strategies to Motivate Students Likely to Drop Out

Principals were also asked how they handled cases where a student became pregnant, which was said by several to be a common occurrence. While many principals allowed the student the choice of continuing her education, others allowed her to sit the national exams but discouraged her from continuing to attend school because of the potential negative influence she might have on her peers. One mission school expelled students who became pregnant.

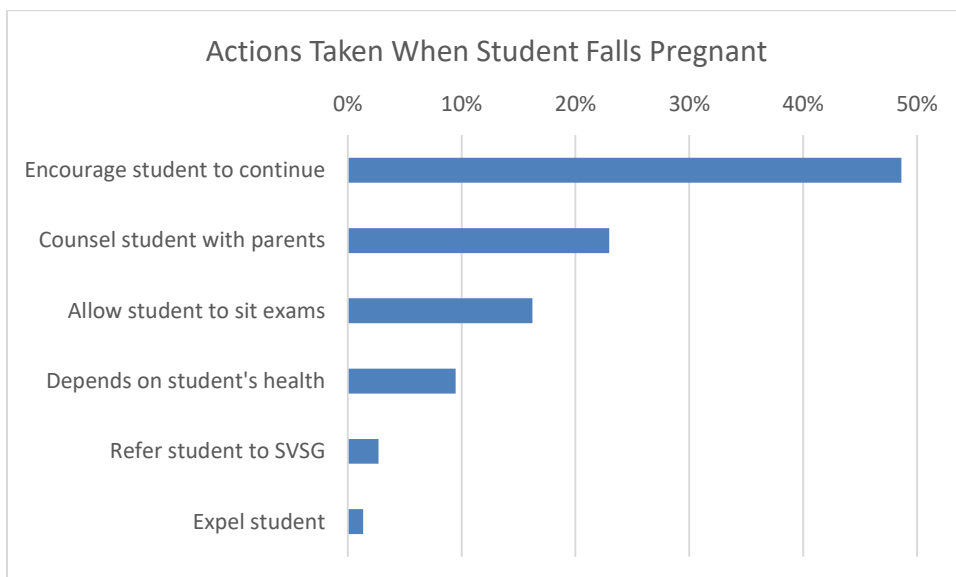


Figure 16: Actions Taken When Student Falls Pregnant

Principals were asked what techniques they used at their schools to reduce bullying by students, and physical and verbal abuse by teachers. Two types of strategy dominated:

promoting good communication and relationships between students and teachers and with parents; and fostering a harmonious school environment. Many principals indicated that students who were having academic, behavioural, family, relationship and personal problems needed counselling, either alone or with their parents, but the other duties of Principals and Vice-Principals limited the amount of time they could spend on this type of work. Policies of zero tolerance for abuse and bullying, enforcing those policies by expelling or suspending students, and taking disciplinary action against teachers, were also common.

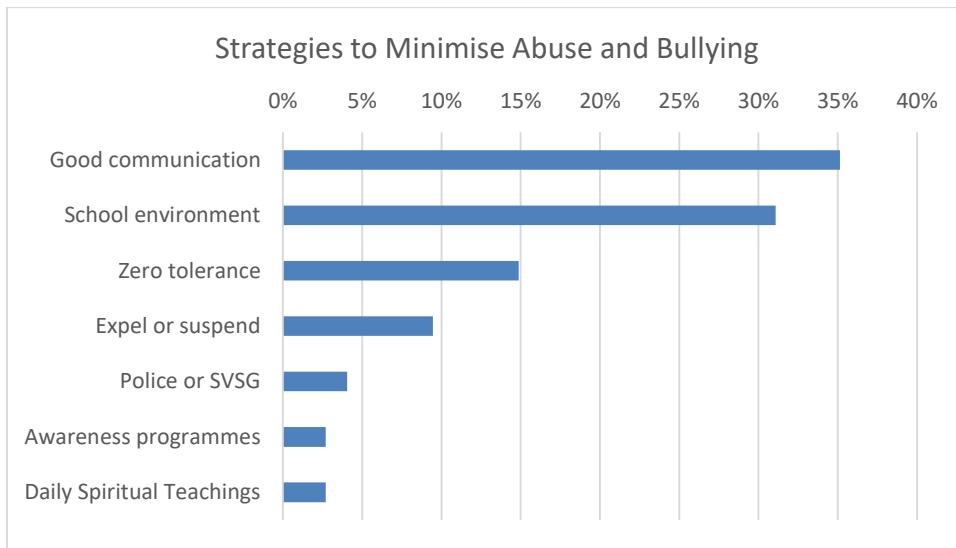


Figure 17: Strategies to Minimise Abuse and Bullying

In response to questions about the strategies principals used to reduce the drop-out rate at their schools, many reiterated the actions they were using to motivate at risk students and to create a positive and supportive learning environment. The most common strategies are shown below.

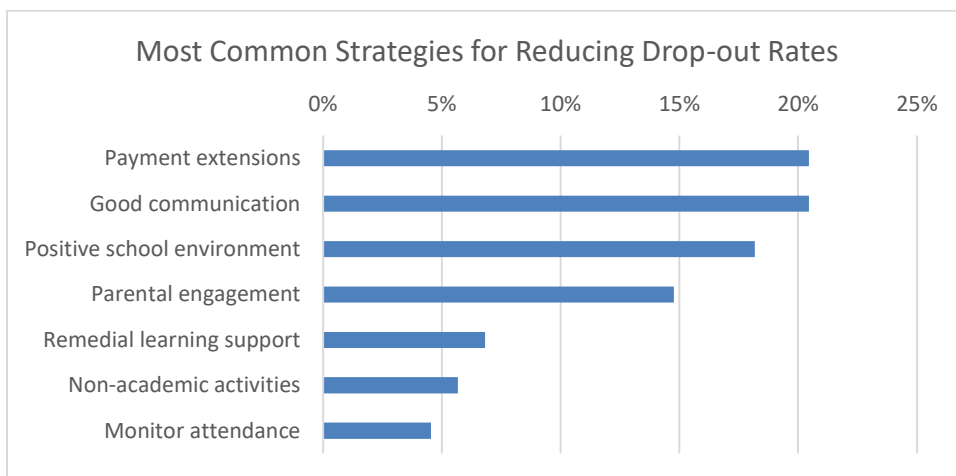


Figure 18: Most Common Strategies for Reducing Drop-out Rates

Overall, about half of the principals interviewed said that early school-leaving was an issue at their school. The majority of principals linked dropping out with student’s family circumstances, but said that students failing academically and being disinterested in their studies were contributing reasons. Many were trying to keep students at school through offering non-academic enticements, such as sporting, cultural and performance extra-curricular activities and events. They also emphasised the importance of good communication and relationships between students and teachers, and with parents.

4.3. Parents and Community – Focus Group Discussions

Parents, school committee, PTA and community representatives from 14 school communities attended focus group discussions. Although almost all, as groups, said their children were doing well at school, many individual parents revealed during the discussions that they had children who had dropped out of school and/or that they themselves had left school early. Most groups indicated that they hoped their children would attend university, and those that did not, wanted their sons and daughters to find full-time paid employment on completing their secondary education.

According to parents and school communities, the majority of students dropped out for family reasons, mainly financial hardship, as shown below. Other family reasons given were lack of parental encouragement, parents not prioritising their children’s education, and parents permitting irregular attendance. Personal reasons cited by focus groups included students struggling or being demotivated academically, and misusing technology. The predominant school-related reason given for students dropping out was physical and emotional abuse by teachers.

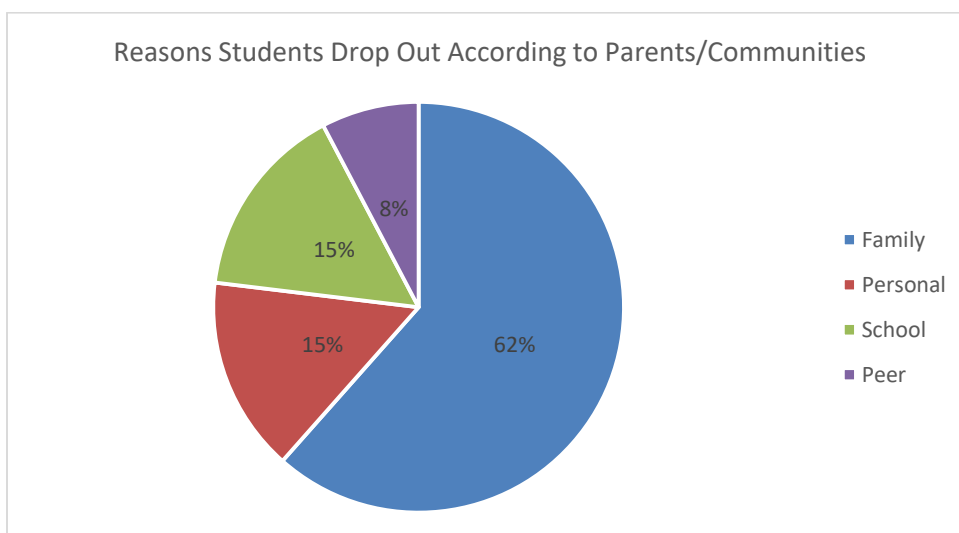


Figure 19: Reasons Students Drop Out According to Parents/Communities

For parents and school communities, by far the greatest challenge in supporting their children’s education was the financial one, as shown below. Students’ embarrassment about

being named as still owing school fees, being sent home by the school for non-payment, or about not being eligible to progress to Year 13, was also a challenge for parents.

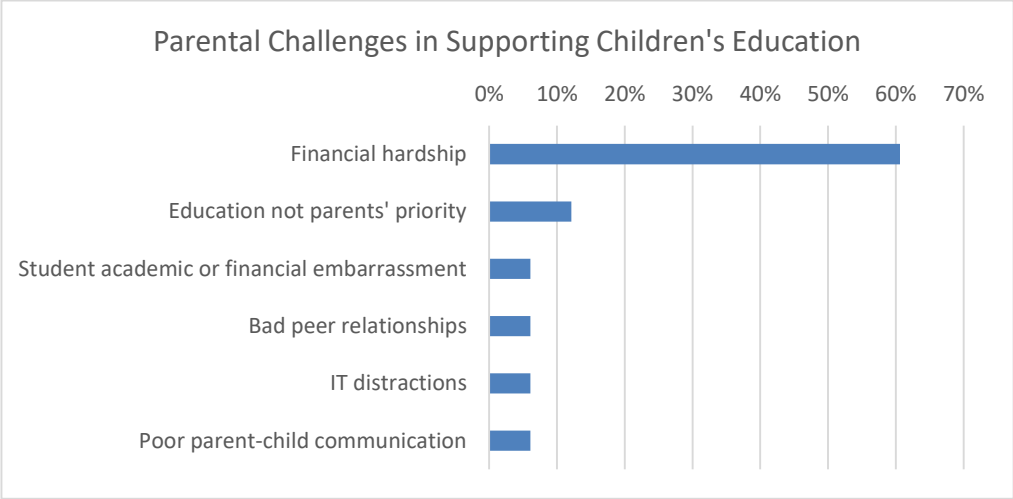


Figure 20: Parental Challenges in Supporting Children's Education

When asked what contributed to their children achieving good results at school, among the top five reasons given by parents and school communities were regular attendance and extra tutorial or study centre support, as shown below.

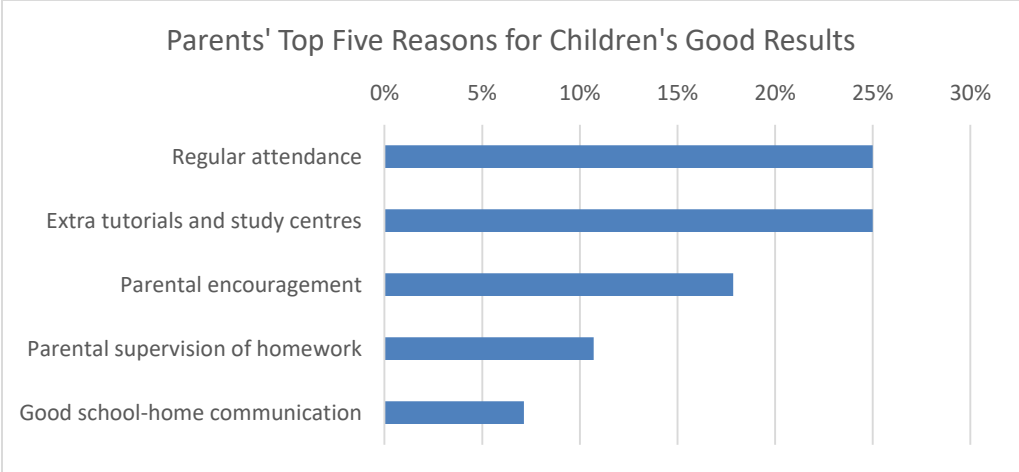


Figure 21: Parents' Top Five Reasons for Children's Good Results

Parents and school communities acknowledged that there were a number of strategies they could be using to reduce drop-out rates, the most important of which was to make their children's education a family priority, both financially and by encouraging a focus on school attendance and homework. The top five strategies to prevent early school-leaving that they suggested appear below.

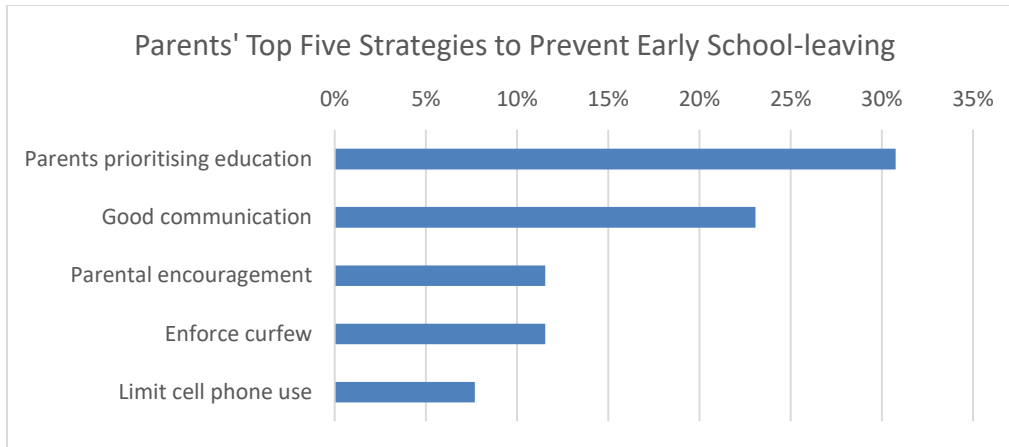


Figure 22: Parents' Top Five Strategies to Prevent Early School-leaving

In summary, the strongest message coming through from the parent and community focus group discussions was that the reason most students dropped out was financial hardship. Parental behaviour was also acknowledged as influencing students' decisions to leave school, everything from lack of parental encouragement and supervision of homework, to parents not making their children's education a financial or time priority.

4.4. Actual Early School-leavers – Questionnaire Responses

The number of responses for the stakeholder group actual early school-leavers was too small to be statistically valid. While acknowledging this limitation, the findings are nevertheless worth reporting, Twenty-seven actual early school-leavers completed questionnaires, 23 males and four females. Most were from the village of Faleasi'u or other villages in north-west Upolu. Fifty-six percent had attended a government secondary school, and 44% a mission school. Only 19% of the school-leavers had a parent in paid employment, considerably less than the percentage for the current student respondent group (at 58%-69%). Almost half the respondents had left school from Year 12 as shown below.

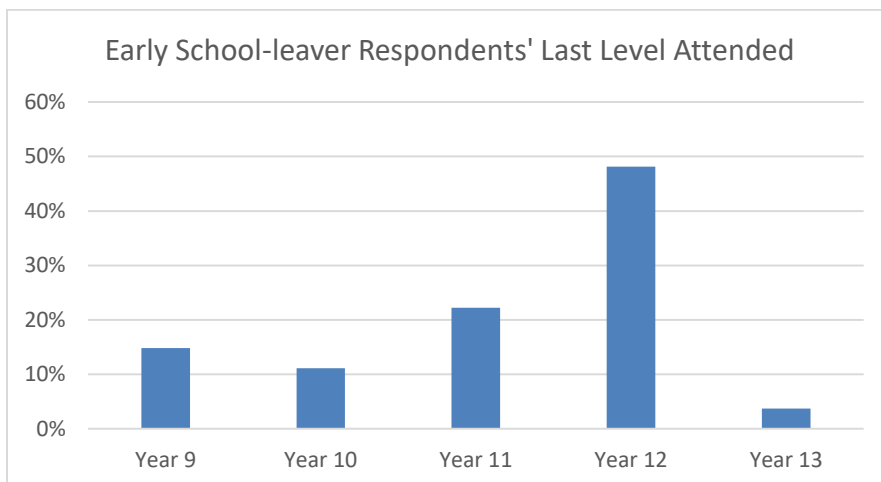


Figure 23: Early School-leaver Respondents' Last Level Attended

While the most common reason cited for dropping out was lack of finance, a variety of other reasons were given for leaving school early, as shown below.

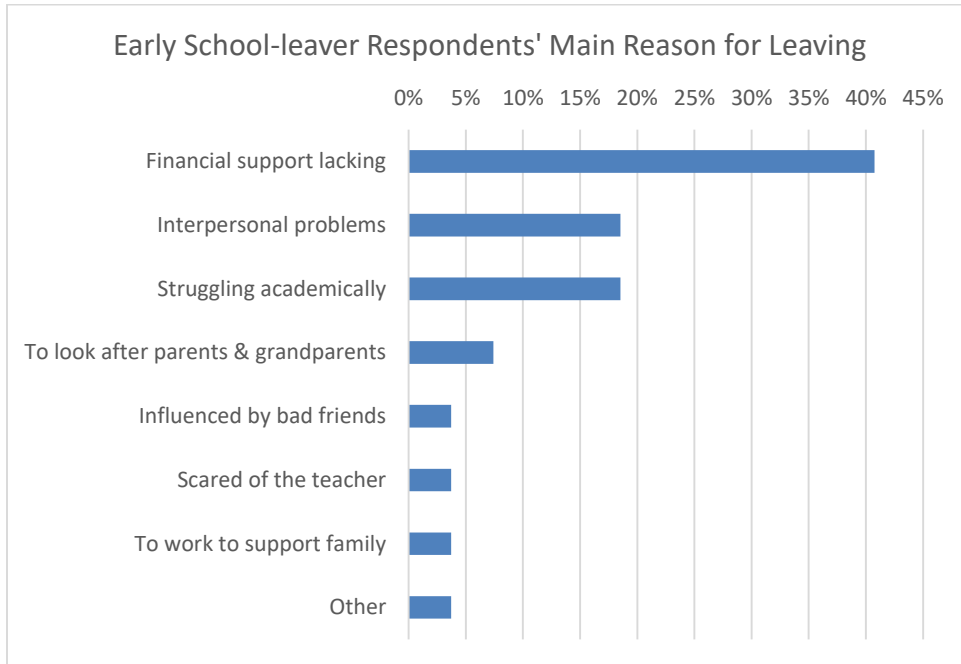


Figure 24: Early School-leaver Respondents' Main Reason for Leaving

None of the early school-leavers polled were currently in regular paid employment. The majority stayed at home or worked casually, as shown below.

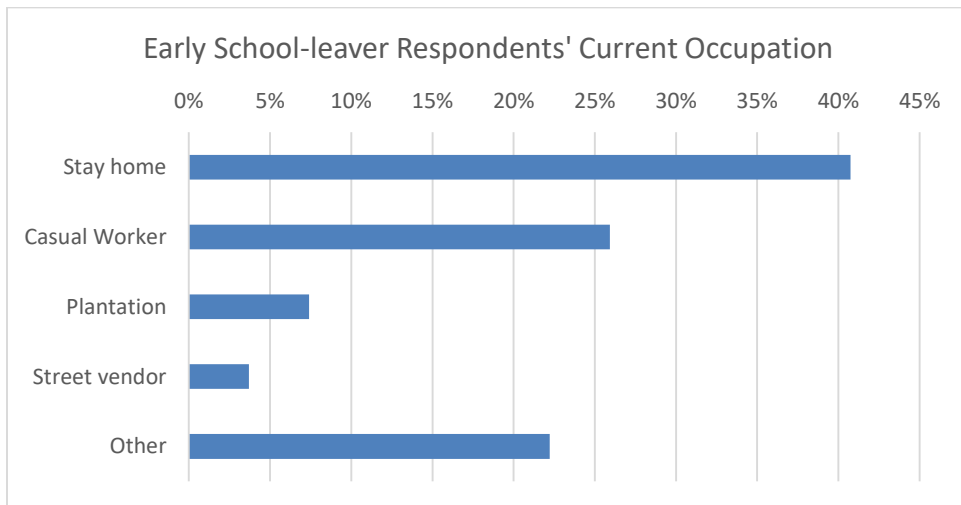


Figure 25: Early School-leaver Respondents' Current Occupation

Twenty-one of the 27 respondents regretted leaving school early, and 17 had wanted to go back to school. Many admitted to feeling “low in status and poor” and to finding it hard to get a job. Fifteen of them wanted to undertake further study, with most of them expressing an interest in vocational training as shown below.

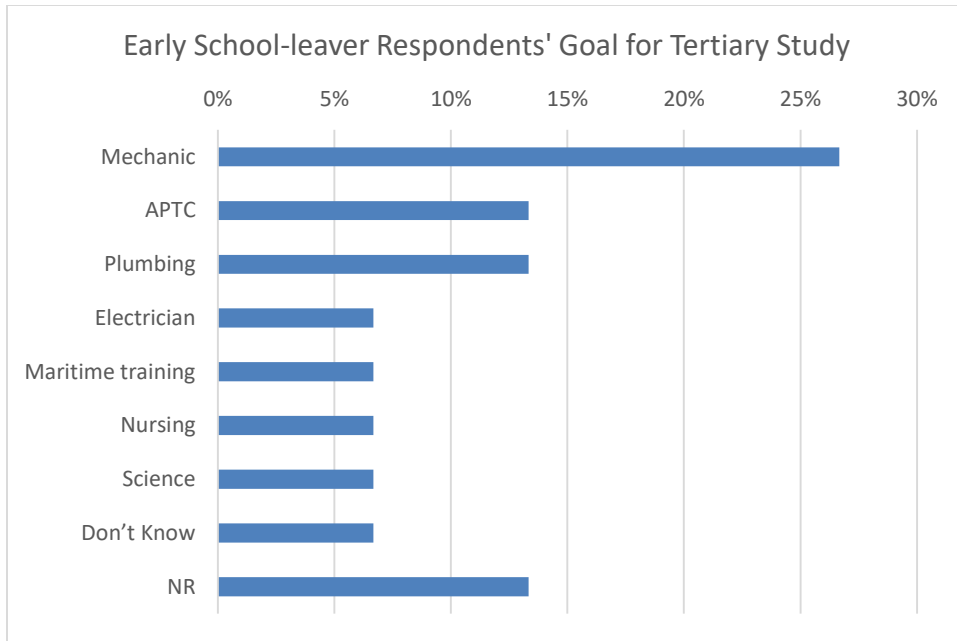


Figure 26: Early School-leaver Respondents Goal for Tertiary Study

For those who did not intend to go on to further study, the reason given was a lack of finance.

Overall, most of the respondents who had left school early said they had dropped out for financial reasons, and most regretted dropping out. About half of them were interested in continuing their education, mostly in vocational areas.

5. DISCUSSION

5.1. Prevalence of Potential Drop-out Reasons in Current Student Body

A summary of the prevalence of potential reasons for early school-leaving among the current Year 11, 12 and 13 student respondents appears below.

Category of Reason	Potential Reason for Dropping Out	Percentage
Peer-related	Has friend or relative who has left school early (who might influence student)	62%
Personal	Finding subjects hard	46%
Family-related	Mother not in regular paid employment; deceased or divorced	44%
Family-related	Father not in regular paid employment; deceased or divorced	35%
Personal	Taking mixed subjects	24%
Personal	Absent not for sickness or <i>fa'alavelave</i>	23%
School-related	Affected by bullying	14%

Table 4: Prevalence of Potential Drop-out Reasons in Current Student Body

Obviously some current student respondents had multiple potential reasons which might lead to their dropping out. The statistics are consistent with the high estimated drop-out rates in 2018 of around 14% in Year 11, 9% in Year 12 and 30% in Year 13.

5.2. Rankings of Factors Associated with Dropping Out, by Stakeholder Group

The research study sought the views of four different stakeholder groups about the reasons linked with students dropping out of secondary school, as well as strategies that were being used, or could be used, to try and keep “at risk” students at school. The stakeholder groups were:

- Students still at school
- School Principals
- Parents and school communities
- Actual early school-leavers

Reasons surrounding decisions to drop out that emerged from the responses have been grouped under four of the factor categories used in the Utah study. The cultural factor grouping in the Utah study does not apply to the current research, as it dealt with the Pacific Island students being an ethnic minority.

The factor categories are:

- **Family-related factors**, such as financial hardship, education not a parental priority, broken families, unsupportive home environments and low parental expectations
- **Personal factors**, such as students struggling academically, demotivated academically, having irregular attendance and having low literacy and/or numeracy levels at admission to secondary
- **School-related factors**, such as harsh discipline by teachers, bullying by other students and school policies
- **Peer-related factors**, such as peer pressure from friends who had left school, pregnancy and drug or alcohol consumption

A summary of the factors (with weightings) that each stakeholder group mentioned as being associated with students dropping out appears below.

Students	%	Principal	%	Parent/ Community	%	Actual School Leaver	%
Personal	50%	Family-related	52%	Family-related	62%	Family-related	49%
Family-related	29%	Personal	34%	Personal	15%	Peer-related	23%
Peer-related	17%	School-related	8%	School-related	15%	Personal	19%
School-related	0%	Peer-related	5%	Peer-related	8%	School-related	4%

Table 5: Rankings of Factors Associated with Students Dropping Out

5.3. Family-related Factors

Ninety-three percent of student respondents said that their parents paid their school expenses. Thirty-one percent of them also stated that their father was not in regular paid employment, and 42% had mothers not in paid employment. This large proportion of the current student body is likely to be at risk of dropping out for financial reasons. Paying the registration fees, school examination fees and other school-related expenses, particularly of Year 12 and 13 students whose tuition fees are not covered under the OGG scheme, is likely to be causing financial stress for families with no regular wage or salary income, especially families that have a large number of school-age children.

Financial and family problems were the most frequently cited reason (29%) why students' friends or family members had dropped out. For the students who had left school early, 41% said it was because of a lack of financial support, again the most frequently cited reason. Only 19% of this group had a parent in regular paid employment. Financial hardship was identified by 61% of parent/community groups as the greatest challenge for parents in supporting their children's education. Sixty-two percent of that group considered that family-related factors, especially financial strain, were linked to students not completing their secondary education.

Many principals (52%) also considered family-related factors were closely linked with students dropping out. However they felt lack of finance was not the only reason. Parents' lack of encouragement of, and engagement with, their children's education, treating

education as a low priority and permitting their child's irregular attendance were all strongly associated with early school-leaving, according to principals.

However, when principals were asked what strategies they were using to try and motivate students to stay at school, none of them mentioned addressing these family-related factors. Instead the main approaches targeted personal factors, such as improving student-teacher communication, providing extra-curricular activities and organising special events such as Sports Days and Culture Days. Nevertheless, some did name some family related strategies they were using to reduce drop-out rates, such as the granting of fee payment extensions and seeking ways to increase parental engagement.

Parents themselves revealed that they believed their children's good school results were due in part to them ensuring regular attendance, investing in extra tutorials, supervising their children's homework and encouraging their children to work hard at school. They believed the best parental strategies for reducing the secondary drop-out rates were for parents to prioritise their children's education and ensure they made time to talk, and listen, to their teenage children.

The results of the study show that family-related factors, including financial hardship, are perceived by all stakeholder groups as being very influential in decisions by students to leave school early. This suggests that efforts to reduce drop-out rates should be concentrated on mitigating these reasons. Fee relief, concessions or scholarships for Year 12 and 13 students in genuine hardship might be one relatively easy-to-implement strategy. A more challenging one might be to try to change parental attitudes to education, so that all parents prioritise education above their children's family duties and parents' contributions to church and *fa'alavelave*. For parents with low levels of literacy themselves, who might find it difficult to provide the right encouragement to, and support for, their children's education, perhaps school communities might find ways to assist with supervision of children's homework and ensuring children attend school regularly.

It is noteworthy that the dominance of the link between dropping out and family-related factors in this Samoan research is similar to the Fiji study's findings (where parental support and poverty showed the strongest relationships), but is different from the Kiribati study, which suggested personal factors such as embarrassment about poor academic results and being over-age were more important than family circumstances.

One family-related factor that emerged in the Utah study was a link between low educational achievement of parents, or low parental expectations, and early school-leaving of their children. This aspect might be a useful area to explore in future drop-out research studies.

5.4. Personal Factors

Almost all student respondents claimed to be happy at school and 95% stated they intended to complete secondary schooling. These figures are at odds with the estimated drop-out rates for the Year 11, 12 and 13 cohorts (14%, 9%, and 30% in 2018 respectively), which suggests that at the beginning of the school year (when the survey took place), the personal factors that might influence students to drop out later in the year were not yet having an impact. Nevertheless, 26% of current students said that the reason their friend or relative had dropped out was that they were academically struggling or unmotivated.

Principals identified personal factors as the second most likely link with students leaving school prematurely. Students who were struggling at school, those who were unmotivated to complete their schoolwork or homework, and those whose attendance was patchy, leading to them falling behind with internal assessments, represented 34% of the reasons principals cited for early school-leaving.

Parents, too, stated that not coping with schoolwork and lack of commitment to studies were often linked to students dropping out, and the second most common reason given by those who had actually left school early was that they had been failing academically.

The questionnaire for current students asked about their subject areas. A quarter of students were taking a mix of subjects (rather than a focussed Arts, Commerce, Science or Vocational programme). Sometimes this might be because the school was unable to provide a full range of specialist subjects due to a lack of teachers trained in those subjects or inadequate facilities and/or resources. However, MESC believes this group of students to be more likely to drop out, and certainly such students are limited in their tertiary study options, as they may be unable to meet the prerequisite subject admission criteria for specialist academic or TVET programmes. As it was not possible to tell, from the data collected, whether taking a mix of subjects across different disciplines was linked to dropping out, it might be useful to conduct further research on this.

It is noteworthy that just 7% of Year 11, 12 and 13 students were enrolled for vocational subjects. This is an obvious educational pathway to future employment for academically weaker students and those with non-academic talents. Increasing the availability of facilities and teachers for TVET subjects is one strategy that could help students complete a full five years of secondary education if they enter secondary with low literacy and/or numeracy levels, or are struggling with “academic” subjects. Only 4% of principals cited guiding struggling students into TVET pathways as a strategy they were using to reduce drop-out rates.

Current students were also asked their reasons for being absent from school, as irregular attendance often foreshadowed dropping out. Three-quarters claimed to be present always, except when sick or for a *fa'alavelave*, but 20% said they had been absent for financial

reasons (eg being sent home for non-payment of fees, or having no bus fare) or because of “family problems”. This is another group potentially at risk of not completing secondary, especially as dropping out becomes more likely after a student has missed a couple of weeks of school, because students feel they are not going to be able to catch up on topics and assessments missed. Schools should be discouraged from sending students home for non-payment of fees, as this action can precipitate the decision to drop out.

Strategies that principals named to address personal factors linked to drop-out rates included remedial reading and mathematics classes (or streaming), and close monitoring of attendance. Some principals intervened quickly when students stopped coming to school, visiting the parents at home and some villages fined parents for their children’s non-attendance. If these strategies were used more widely, it is likely drop-out rates would fall.

Personal factors were also ranked second in the Utah study, specifically students being demotivated academically and having low literacy levels. In the Kiribati study of why boys were dropping out, personal factors were listed first, specifically embarrassment about their academic weakness, being older than others in the class or being unable to pay school fees. Such embarrassment was also mentioned in the Samoan parent and community focus group discussions.

5.5. School-related Factors

The main school-related factors linked to dropping out were bullying and physical and verbal abuse by teachers. A worrying 14% of students stated they were currently affected by bullying, and 4% had been absent from school because they were scared of the teacher or because they had not done their homework (suggesting they were fearful of the consequences of that). A significant number of parent and school community responses (15%) also linked abuse by teachers, or children being scared of teachers, with students dropping out.

Principals stated they were addressing this problem through awareness programmes and zero tolerance of bullying and abuse, whether by students or teachers. By suspending or expelling bullies and disciplining offending teachers, they hoped to reduce the numbers of students who dropped out for these reasons. Other strategies principals named included trying to foster a harmonious school environment, with good communication between students, teachers, principals and parents.

School policies that result in students not completing their secondary education contribute to the high drop-out rates and may need to be reviewed, at least at government schools. Genuine change in the relationships between abusive teachers and students, and in the way discipline is administered at schools, is likely to lead to a reduction in drop-out rates. Punishment was listed third in the Kiribati study as a factor causing boys to drop out and the

current study revealed that harsh physical discipline was not an uncommon occurrence at schools in Samoa.

In Fiji, many secondary schools had strict progression rules based on results in external examinations, and used them as a marketing instrument to attract more able students. Some schools in Samoa had similar restrictive progression rules, which led to a significant number of students leaving school at the end of Year 12.

It was suggested that the provision of Student Counsellors at government secondary schools, with roles similar to Counsellors at a number of mission and private colleges, might prevent some students from dropping out. In the Utah study, Student Counsellors played an important role in supporting and guiding students who were thinking about dropping out.

5.6. Peer-related Factors

Teenagers, during their transition from childhood to adulthood, are known to be strongly influenced by the opinions of their peers. The Kiribati study¹⁴ identified peer pressure as both a factor pushing boys out of school (smoking, drinking alcohol or using drugs, getting involved in gangs and crime and being encouraged by older friends to work or drop out), and as a “pull” factor that can keep students attending (encouragement from friends and help with schoolwork, studying together, talking and playing together).

In the Utah study, peer-related factors were found to be the most influential in decisions to drop out, especially “bad peer pressure”. It is possible that Samoan principals and parents/school communities are under-estimating the influence that peers might be having in the dropping out decision, as although both stakeholder groups acknowledged pregnancy as being clearly linked to dropping out, few mentioned peer pressure. Strategies that build on positive peer pressure, such as peer tutoring and mentoring, study groups and class competitions, might be helpful in reducing drop-out rates.

Nearly 20% of the actual school-leavers described peer-related factors, such as being influenced by bad friends, and problematic interpersonal relationships, as being the reasons they had dropped out, while five of the 27 said they were “involved in bad associations” once they had left school. However, as has been mentioned earlier, the very low response rate for this stakeholder group was a limitation of this study. Future research about early school-leaving would need to find ways to reach a much larger number of former students, to be able to dig more deeply into these reasons.

Of students still at school, 62% had a friend or relative who had not completed their secondary education. Seventeen percent of those friends or relatives left school because they fell pregnant or got married. Many principals admitted that pregnancy was a too frequent

¹⁴ AusDFAT, 2018

occurrence at their school, with a variety of different actions taken in such cases. While about half of all principals encouraged pregnant students to continue with their studies, some were reluctant to allow the girl to attend school, for fear she would be a bad influence on other students. No principals mentioned school strategies or programmes that might attempt to reduce the risk of teen pregnancy, presumably seeing that as a parental responsibility.

6. CONCLUSIONS

MESC undertook this research study to answer two questions:

- (i) What are the reasons associated with high drop-out rates in Years 11 and 13; and
- (ii) What are the contributing reasons linked to students leaving secondary school without completing

The four different stakeholder groups surveyed (current school students, principals, parents/school communities, and actual early school-leavers) revealed different perspectives in their answers. Reasons given by respondents were categorised under four “factor” headings: family-related factors, personal factors, school-related factors and peer-related factors. It has been assumed that the reasons mentioned most frequently by each stakeholder group were the main reasons students dropped out, and other reasons mentioned less frequently were contributing reasons.

Principals, and parent and community groups, mentioned family-related factors most frequently, with financial hardship being the dominant reason in that category. However, both principals and parents recognised that when parents did not prioritise, or engage with, their children’s education, when they took little interest in supervising their children’s homework, and when they did not ensure their children attended school regularly, students were more likely not to complete their secondary education. Current students felt the main reasons for students dropping out were personal ones – struggling academically, being demotivated in studies and irregular attendance. The majority of the very small sample of actual early school-leavers polled blamed their dropping out on lack of finance. Contributing reasons were peer pressure from older or “bad” friends.

If the factor rankings of the stakeholder groups are collated, an overall impression of the relative importance of each category of factor can be determined for Samoa. The difference between the top three factors in the current study and those of similar studies in Utah, Fiji and Kiribati, can then be shown.

Samoa	Utah	Fiji	Kiribati
Family-related	Peer-related	Family-related	Personal
Personal	Personal	School-related	Family-related
Peer-related	Family-related	Personal	School-related

Table 6: Comparison of Samoa, Utah, Fiji and Kiribati Factors

Given the importance of family in *fa’asamoa*, it is perhaps not surprising that the link between decisions to drop out and family-related factors is so strong in Samoa. The challenge for MESC will be to find ways to tackle the main and contributing reasons for early school-leaving that have been identified in this research.

7. RECOMMENDATIONS

From the discussion and the conclusions drawn, the following recommendations are put forward for consideration. The recommendations are grouped into those that relate to changes schools and school communities might make, and those that MESC could pursue.

School and Community Changes

MESC's School Governance Framework launched in 2018 was designed to strengthen ownership and community engagement in the development of village primary schools and district secondary schools. One of the responsibilities of School Committees is to be accountable "to the community for improved student progress and achievement."¹⁵ With this in mind, the following recommendations are made for schools and school communities:

- Recommendation 1: That secondary schools (government, mission and private) consider offering fee relief, concessions or scholarships for cases of students in genuine financial hardship, and cease sending students home, or humiliating students, for non-payment of fees
- Recommendation 2: That secondary school communities support the provision of supervised study and homework centres, and take an active role in the monitoring of, and acting on, non-attendance of school-age children
- Recommendation 3: That secondary schools increase their remedial reading and numeracy programmes and support at Year 9 level
- Recommendation 4: That secondary schools review policies that lead to students dropping out, including those relating to progression, repeating a year level, discipline, pregnant students, and attendance monitoring
- Recommendation 5: That secondary schools encourage peer tutoring, peer mentoring and study group schemes to assist students who are struggling academically

MESC Changes

Given the strong link found between students not completing secondary and parents not prioritising their children's education, MESC needs to find a way to communicate to less-educated parents that well-educated children become well-paid employees (or employers), who will be better able to lift their families out of poverty. Early intervention, through

¹⁵ Samoa MESC, *School Governance Policy*, 2018.

counselling and improved home-school communication, when students start having academic or personal problems affecting their studies, is highly likely to help more students remain at school, so a suggestion is made about how this might be implemented. The other recommendations for MESC are curriculum-related.

Recommendation 6: That MESC undertake a public awareness campaign emphasising the need for parents to make their children's education their number one priority

Recommendation 7: That MESC consider the creation of positions for Student Counsellors at government secondary schools

Recommendation 8: That MESC undertake research on the causes and consequences of students taking mixed (rather than discipline-coherent) subjects at Years 12 and 13

Recommendation 9: That MESC increase the availability of TVET subjects and facilities for post-compulsory school-age students ie those in Years 12 and 13

Recommendation 10: That MESC review topics in the Physical and Health Education curriculum relevant to helping prevent teen pregnancy

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Appendix 1 – Student Questionnaire



Ministry of Education, Sports and Culture
Government of Samoa

Secondary Level Dropout in Years 2013-2017 Study 2019: Student Questionnaire

Purpose: For the Ministry of Education, Sports and Culture to gather the views of and explanations from students in colleges on the reasons why students tend to drop out from colleges.

Your Consent: The Ministry would appreciate your cooperation in completing this questionnaire. Please indicate whether you agree to complete the questionnaire by ticking one box:

YES NO

We do not need your name as the information is strictly confidential. Please be honest and frank with your answers.

Personal Information

School Village or Town.....

Class Age.....

1. What subjects are you currently taking?

Arts Subjects – English, Samoan, History, Geography, Development Studies

Commerce Subjects – English, Maths, Computing, Economics, Accounting

Science Subjects – English, Maths, Biology, Chemistry, Physics

Vocational Subjects – FTT, DTT, Fine/Visual Arts, Music, HPE

Mix Subjects -

Please list any other subjects you take:

2. Are you finding the subjects you take hard or easy?

Tick one or more boxes

Hard

Easy

Please explain:

3. Are your parents funding your school?

Tick one or more boxes

Yes

No

Others Please indicate:

4. Why are you always/often absent from school?

5. Who helps you with your school work (homework, school work, studies, etc?)

Teacher

Parents

Siblings

Friends

Tutor

[List others here](#)

6. Do you plan to complete your Secondary School level? [Tick one box](#)

Yes

No

It depends

7. Are you happy with school?

Yes

No

Please circle your answer

8. Is bullying (any kind) happening in your school?

Yes

No

Please circle your answer

9. If yes, are you affected?

Yes

No

Please circle your answer

10.	If you answered “NO” in question 6, where do you plan to go after this class or year level?	
	Look for a job of any kind (office boy, driver, etc)	
	Enroll at a TVET or PSET Institution	
	Look for a seasonal employment overseas (avanoa tauapu)	
	Stay home – help family do domestic chores	
	Start own small business (elei making, selling pop corns, chips etc)	
	No funding to pay tuition	
List other intentions here		
11.	Do you have any friends or relatives who have dropped out from school in the last five years (2013-2017)? Tick one or more boxes	
	Yes	
	No	
12.	If Yes, do you know why they have dropped out from school? Tick more than one boxes	
	Parents can't support their students' school financially (school fees, unifor	
	Cannot bear with the difficult subjects they took in school	
	Pregnant	
	Married	
	Lazy	
	Migrated overseas	
List any other reasons here not included above		

13.	a) What is your father's current job? Tick one or more boxes	
	Members of Parliament	
	Chief Executive Officer/Managers/	
	Church Minister	
	Doctor	
	Nurse	
	Lawyer	
	Teacher	
	Principal Officer	
	Officer	
	Casual workers	
	Others (Please state)	
	b) What is your mother's current job? Tick one or more boxes	
	Members of Parliament	
	Chief Executive Officer/Managers/	
	Church Minister	
	Doctor	
	Nurse	
	Lawyer	
	Teacher	
	Principal Officer	
	Officer	
	Casual workers	
	Others (Please state)	

THANK YOU FOR COMPLETING THE QUESTIONNAIRE

Appendix 2 – Summary of Student Responses, by College

Summary of student responses to personal information questions

School Name	Gov. Auth.	District	Total	M	F	Gen. NR	Yr 11	Yr 12	Yr 13	Yr NR	14 years	15 years	16 years	17 years	18 years	>=19 years	Age NR	AU A	RO U	SAV
Aana No 1 College	Govt	Aana 1	30	13	17		9	10	11		0	4	8	12	5	1		0	30	0
Aana No 2 College	Govt	Aana 2	30	11	19		11	10	9		0	3	11	12	4	0		1	22	7
Aleipata College	Govt	Aleipata	31	13	18		10	10	11		1	4	12	11	3	0		0	31	0
Alofi o Taoa College	Govt	Itu o Tane 2	30	14	16		11	9	10		1	6	12	5	6	0		0	0	30
Amoa College	Govt	Faasaleleaga 2	30	10	20		10	10	10		1	8	7	9	4	1		0	0	30
Anoamaa College	Govt	Anoamaa 1	33	11	18	4	14	10	9		0	3	10	13	7	0		0	33	0
Avele College	Govt	Vaimauga	30	16	14		11	10	9		0	1	17	9	3	0		20	10	0
Chanel College	Mission	Faleata	30	14	16		10	10	10		0	4	13	8	4	1		24	6	0
Don Bosco College	Mission	Faasaleleaga 1	17	7	10		8	7	2		1	4	7	3	2	0		0	0	17
Faatuatua Christian College	Private	Faleata	20	9	11		0	10	10		0	12	5	2	1	0		15	5	0
Falealili College	Govt	Falealili	30	7	23		10	11	9		0	4	15	5	6	0		0	30	0
Faleata College	Govt	Faleata	30	14	16		10	10	10		2	7	9	7	4	1		26	4	0
Itu o Asau College	Govt	Itu o Asau 1	30	12	18		10	10	10		1	7	5	13	2	2		0	0	30
Itu o Tane College	Govt	Itu o Tane 1	30	9	21		3	18	9		0	3	17	10	0	0		0	0	30
Lefaga College	Govt	Lefaga	30	8	22		10	11	9		2	8	5	7	7	1		0	30	0
Leifiifi College	Govt	Vaimauga	30	14	16		10	10	10		1	3	9	11	5	1		25	5	0
Lepa/Lotofaga College	Govt	Lepa/Lotofaga	31	8	23		10	9	12		0	1	11	10	8	0	1	0	31	0
Leulumoega Fou College	Mission	Sagaga	32	13	19		8	16	8		0	3	20	7	0	2		8	24	0
Maluafou College	Mission	Vaimauga	35	19	15	1	15	12	8		0	5	12	9	8	1		33	2	0
Mataaevave College	Govt	Faasaleleaga 1	30	13	17		10	10	10		0	6	8	10	6	0		0	0	30
Nuuusala College	Mission	Aana 1	12	0	12		9	0	3		1	5	1	5	0	0		0	12	0
Palalaua College	Govt	Falealili	30	12	18		10	10	10		0	4	12	7	6	1		0	30	0
Palauli College	Govt	Palauli	30	13	17		11	9	10		1	7	7	8	6	1		0	0	30
Palauli Sisifo College	Govt	Savaii Sisifo	28	14	14		10	8	10		0	8	9	8	3	0		0	0	28
Papauta Girls' College	Mission	Vaimauga	30	0	30		11	11	8		2	4	13	7	4	0		22	6	2
Paul VI College	Mission	Aana 1	28	10	18		12	8	7	1	1	4	11	8	4	0		0	28	0
Pesega LDS Church College	Mission	Faleata	30	11	19		9	10	11		2	6	12	6	3	1		23	7	0

School Name	Gov. Auth.	District	Total	M	F	Gen. NR	Yr 11	Yr 12	Yr 13	Yr NR	14 years	15 years	16 years	17 years	18 years	>=19 years	Age NR	AU A	RO U	SAV
Robert Louis Stevenson Coll.	Private	Faleata	20	10	10		0	12	8		1	9	7	1	1	1		20	0	0
Safata College	Govt	Safata	30	14	16		10	10	10		0	1	16	5	7	1		0	30	0
Sagaga College	Govt	Sagaga	30	15	15		9	9	12		0	1	12	7	10	0		4	26	0
Samoa Adventist College	Mission	Vaimauga	20	9	11		0	10	10		1	5	7	5	2	0		17	3	0
Samoa College	Govt	Vaimauga	30	15	15		10	10	10		2	9	11	5	2	1		26	4	0
Savaii Sisifo College	Govt	Savaii Sisifo	30	10	20		10	11	9		0	3	16	6	5	0		0	0	30
St Joseph's College	Mission	Faleata	32	27	5		11	10	11		1	6	14	11	0	0		24	8	0
St Mary's College	Mission	Faleata	30	0	30		9	11	10		2	10	14	4	0	0		24	6	0
Tuasivi College	Mission	Faasaleleaga 1	30	12	18		10	10	10		1	5	13	8	3	0		0	0	30
Uesiliana College	Mission	Palauli	30	11	19		10	10	10		1	7	10	9	3	0		0	0	30
Vaimauga College	Govt	Vaimauga	30	13	17		10	10	10		0	7	9	11	3	0		29	1	0
Vaiola LDS Church College	Mission	Faasaleleaga 2	30	11	19		10	10	10		0	9	7	11	3	0		0	0	30
Wesley College	Mission	Sagaga	31	22	9		8	10	13		1	2	8	12	8	0		23	8	0
			1150	464	681	5	369	402	378	1	27	208	422	317	158	17	1	364	432	354

Summary of student responses to questions 1, 2, and 4 (Student-related Questions)

School Name	ART	COM	SCI	MIX	VOC	Subj. NR	Hard	Easy	Other	Difficulty NR	Always + Sick	Fin./ Family	Didn't do homework	Scared of Teacher	Abs. Reas. NR
Aana No 1 College	11	6	6	0	7		23	7	0		23	7	0	0	
Aana No 2 College	5	11	8	6	0		14	14	2		23	5	1	1	
Aleipata College	7	11	4	7	2		14	17	0		26	3	0	2	
Alofi o Taoa College	2	11	4	8	5		20	8	2		7	23	0	0	
Amoa College	7	12	6	0	5		6	22	2		28	2	0	0	
Anoamaa College	11	7	3	8	4		13	14	6		18	4	5	2	4
Avele College	10	8	6	5	1		10	19	1		10	16	2	2	
Chanel College	10	0	2	16	2		10	19	1		27	3	0	0	
Don Bosco College	4	7	2	4	0		11	6	0		15	2	0	0	
Faatuatua Christian College	2	5	7	6	0		12	7	1		18	0	2	0	
Falealili College	6	6	8	9	1		9	21	0		29	0	1	0	
Faleata College	7	16	2	4	1		14	16	0		23	6	1	0	
Itu o Asau College	2	11	6	9	2		6	24	0		20	10	0	0	

School Name	ART	COM	SCI	MIX	VOC	Subj. NR	Hard	Easy	Other	Difficulty NR	Always + Sick	Fin./ Family	Didn't do homework	Scared of Teacher	Abs. Reas. NR
Itu o Tane College	13	12	0	1	4		9	21	0		30	0	0	0	
Lefaga College	3	3	6	17	1		22	8	0		28	2	0	0	
Leifiifi College	13	7	10	0	0		15	13	2		17	12	0	1	
Lepa/Lotofaga College	0	11	3	16	1		10	20	1		28	3	0	0	
Leulumoega Fou College	21	9	1	1	0		19	11	2		8	15	7	2	
Maluafofua College	3	3	1	14	14		13	21	1		22	10	2	1	
Mataaevave College	3	7	7	12	1		18	12	0		25	4	0	1	
Nuuuausala College	2	5	4	0	1		4	8	0		11	1	0	0	
Palalaua College	13	3	6	5	3		14	16	0		26	2	1	1	
Palauli College	2	7	1	18	2		13	17	0		18	11	1	0	
Palauli Sisifo College	3	7	13	4	1		6	22	0		27	1	0	0	
Papauta Girls' College	4	15	3	8	0		7	23	0		24	6	0	0	
Paul VI College	4	9	2	8	4	1	12	12	3	1	27	1	0	0	
Pesega LDS Church College	10	4	1	12	3		19	11	0		23	7	0	0	
Robert Louis Stevenson Coll.	1	1	11	7	0		12	6	2		20	0	0	0	
Safata College	4	14	9	3	0		11	19	0		28	1	1	0	
Sagaga College	2	11	2	11	4		17	13	0		24	3	3	0	
Samoa Adventist College	0	12	8	0	0		14	6	0		13	5	2	0	
Samoa College	7	8	6	9	0		18	12	0		28	0	1	1	
Savaii Sisifo College	7	9	4	9	1		16	14	0		19	11	0	0	
St Joseph's College	10	10	6	6	0		15	7	9	1	20	11	1	0	
St Mary's College	12	4	3	11	0		18	8	4		18	6	4	2	
Tuasivi College	8	8	8	6	0		11	19	0		25	4	1	0	
Uesiliana College	7	12	4	7	0		16	14	0		13	15	2	0	
Vaimauga College	14	4	4	6	2		12	17	1		29	0	0	1	
Vaiola LDS Church College	7	5	12	3	2	1	11	19	0		27	1	2	0	
Wesley College	9	10	7	5	0		19	12	0		25	6	0	0	
	266	321	206	281	74	2	533	575	40	2	870	219	40	17	4

Summary of student responses to questions 5, 7, 6 and 10 (Student-related Questions)

School Name	Teacher Helps	Siblings Help	Parents Help	Friends Help	Tutor Helps	Others	Happy Yes	Happy No	Complete Yes	Complete No	Complete depends	Complete NR	Look for Job	PSET/ TVET	Other	Plan NR
Aana No 1 College	8	6	8	4	2	10	30	0	30	0	0		0	0	0	
Aana No 2 College	10	4	6	1	0	15	30	0	26	2	2		2	0	0	2
Aleipata College	6	4	6	8	0	7	30	1	28	2	1		1	1	1	
Alofi o Taoa College	11	5	8	2	0	4	30	0	28	2	0		2	0	0	
Amoa College	11	2	17	1	0	3	30	0	27	3	0		3	0	0	
Anoamaa College	8	6	8	0	1	9	33	0	32	0	0	1	0	0	0	
Avele College	15	11	3	1	3	0	30	0	27	3	0		1	2	0	
Chanel College	7	13	6	4	0	0	30	0	30	0	0		0	0	0	
Don Bosco College	4	5	8	0	0	4	17	0	17	0	0		0	0	0	
Faatuatua Christian College	11	2	4	0	3	5	19	1	19	0	1		0	0	0	1
Falealili College	6	7	13	0	1	2	30	0	28	2	0		2	0	0	
Faleata College	16	4	6	0	1	3	29	1	25	1	4		3	1	1	
Itu o Asau College	7	15	6	1	0	5	30	0	30	0	0		0	0	0	
Itu o Tane College	20	6	3	1	0	0	30	0	30	0	0		0	0	0	
Lefaga College	6	5	6	0	0	13	30	0	30	0	0		0	0	0	
Leififi College	5	8	8	2	2	7	30	0	30	0	0		0	0	0	
Lepa/Lotofaga College	13	11	4	3	0	8	31	0	29	2	0		1	0	1	
Leulumoega Fou College	11	9	6	3	2	1	32	0	32	0	0		0	0	0	
Maluafofu College	17	9	4	5	1	0	35	0	33	2	0		2	0	0	
Mataaeveve College	14	9	5	1	0	6	30	0	30	0	0		0	0	0	
Nuuausala College	1	2	3	0	0	6	12	0	12	0	0		0	0	0	
Palalaua College	11	7	8	3	1	8	30	0	30	0	0		0	0	0	
Palauli College	9	8	5	4	0	4	30	0	27	0	3		1	0	2	
Palauli Sisifo College	17	3	2	0	0	4	28	0	28	0	0		0	0	0	
Papauta Girls' College	11	6	6	5	1	1	30	0	30	0	0		0	0	0	
Paul VI College	3	8	12	2	0	5	28	0	27	0	1		1	0	0	
Pesega LDS Church College	2	4	5	0	3	16	30	0	27	2	1		1	0	1	1
Robert Louis Stevenson Coll.	4	0	2	1	0	13	20	0	18	1	1		0	0	2	
Safata College	5	11	5	3	1	6	30	0	29	0	1		0	0	0	1

School Name	Teacher Helps	Siblings Help	Parents Help	Friends Help	Tutor Helps	Others	Happy Yes	Happy No	Complete Yes	Complete No	Complete depends	Complete NR	Look for Job	PSET/ TVET	Other	Plan NR
Sagaga College	4	13	11	2	1	2	30	0	29	0	1		0	0	0	1
Samoa Adventist College	17	4	1	2	3	0	20	0	19	0	1		0	0	1	
Samoa College	18	4	8	0	5	24	28	2	24	1	5		0	0	6	
Savaai Sisifo College	14	6	3	6	0	6	30	0	26	3	1		4	0	0	
St Joseph's College	14	4	5	2	1	6	32	0	30	0	2		0	0	2	
St Mary's College	9	3	6	2	1	11	26	4	30	0	0		0	0	0	
Tuasivi College	11	1	10	0	0	7	30	0	30	0	0		0	0	0	
Uesiliana College	9	15	5	0	1	5	30	0	29	0	1		1	0	0	
Vaimauga College	10	12	6	1	2	1	30	0	30	0	0		0	0	0	
Vaiola LDS Church College	24	5	3	3	0	11	30	0	30	0	0		0	0	0	
Wesley College	8	10	4	1	1	8	31	0	31	0	0		0	0	0	
	407	267	245	74	37	246	1141	9	1097	26	26	1	25	4	17	6

Summary of student responses to questions 8, 9, 11 and 12 (School-related and Peer-related Questions)

School Name	Bullying Yes	Bullying No	Bullying NR	Affect Yes	Affect No	Friends out Yes	Friends out No	Financial & Family	Too Hard/ Lazy	Preg./ Married	Went o'seas	Reason NR
Aana No 1 College	15	15		6	9	11	19	2	4	0	5	
Aana No 2 College	17	13		5	12	12	18	2	5	1	4	
Aleipata College	15	16		10	5	25	6	8	6	6	5	
Alofi o Taoo College	7	23		2	5	24	6	10	7	1	5	1
Amoa College	6	24		6	0	20	10	4	5	4	6	1
Anoamaa College	14	18	1	2	12	26	7	8	4	4	6	4
Avele College	6	24		0	6	19	11	7	3	4	5	
Chanel College	12	18		4	8	14	16	6	3	0	4	1
Don Bosco College	5	12		4	1	14	3	4	3	2	3	2
Faatuatua Christian College	3	17		3	0	13	7	3	3	5	2	
Falealili College	18	12		2	16	27	3	13	5	3	6	
Faleata College	17	13		4	13	22	8	5	5	4	8	
Itu o Asau College	9	21		4	5	23	7	5	6	7	5	
Itu o Tane College	9	21		0	9	24	6	0	6	18	0	

School Name	Bullying Yes	Bullying No	Bullying NR	Affect Yes	Affect No	Friends out Yes	Friends out No	Financial & Family	Too Hard/ Lazy	Preg./ Married	Went o'seas	Reason NR
Lefaga College	2	28		1	1	16	14	7	3	3	3	
Leifiifi College	19	11		1	18	14	16	3	4	2	5	
Lepa/Lotofaga College	21	10		6	15	15	16	4	3	2	6	
Leulumoega Fou College	18	14		11	7	30	2	10	9	6	5	
Maluafou College	19	16		4	15	22	13	3	10	3	5	1
Mataaeveve College	8	22		8	0	24	6	4	10	5	5	
Nuuasala College	9	3		0	9	3	9	0	1	2	0	
Palalua College	5	25		0	5	13	17	3	4	2	4	
Palauli College	15	15		2	13	20	10	7	6	1	4	2
Palauli Sisifo College	7	21		7	0	5	23	2	1	1	1	
Papauta Girls' College	3	27		2	1	16	14	8	2	1	4	1
Paul VI College	8	20		6	2	14	14	4	4	4	2	
Pesega LDS Church College	27	3		8	19	21	9	3	6	5	6	1
Robert Louis Stevenson Coll.	13	7		3	10	14	6	1	2	1	2	8
Safata College	19	11		4	15	24	6	4	10	5	5	
Sagaga College	12	18		3	9	22	8	6	4	2	9	1
Samoa Adventist College	11	9		1	10	19	1	11	3	1	3	1
Samoa College	11	19		2	9	16	14	8	2	1	2	3
Savaaii Sisifo College	10	20		6	4	18	12	5	9	1	3	
St Joseph's College	13	19		2	11	13	19	2	4	4	3	
St Mary's College	12	18		11	1	18	12	8	5	4	1	
Tuasivi College	4	26		2	2	17	13	4	3	1	9	
Uesiliana College	13	17		2	11	18	12	6	7	2	3	
Vaimauga College	22	8		7	15	18	12	7	3	3	5	
Vaiola LDS Church College	8	22		6	2	10	20	5	3	1	1	
Wesley College	12	19		1	11	15	16	6	0	2	7	
	474	675	1	158	316	709	441	208	183	124	167	27

Summary of student responses to questions 3, 13 and 14 (Family-related Questions)

School Name	Parents Fund	Others Fund	Father in Paid Job	Father Not in Paid Job	Father Dec./ Div.	Father Status NR	Mother in Paid Job	Mother Not in Paid Job	Mother Dec./ Div.	Mother Status NR
Aana No 1 College	28	2	17	12	1		12	18	0	
Aana No 2 College	27	3	22	5	3		18	12	0	
Aleipata College	30	1	9	18	4		20	11	0	
Alofi o Taoa College	29	1	16	11	1	2	19	11	0	
Amoa College	30	0	21	8	1		15	12	3	
Anoamaa College	32	1	24	7	1	1	15	16	1	1
Avele College	27	3	23	7	0		19	11	0	
Chanel College	27	3	19	11	0		14	15	1	
Don Bosco College	15	2	11	6	0		13	3	0	1
Faatuatua Christian College	19	1	17	2	1		15	4	1	
Falealili College	29	1	13	14	3		16	13	1	
Faleata College	25	5	22	7	1		6	24	0	
Itu o Asau College	30	0	23	6	1		21	9	0	
Itu o Tane College	30	0	24	6	0		11	19	0	
Lefaga College	29	1	19	10	1		18	11	1	
Leifiifi College	28	2	15	12	3		18	10	2	
Lepa/Lotofaga College	31	0	14	14	3		14	16	1	
Leulumoega Fou College	23	9	19	13	0		16	16	0	
Maluafofua College	33	2	24	10	1		25	10	0	
Mataaevave College	28	2	18	11	1		16	14	0	
Nuuasala College	12	0	8	3	1		5	7	0	
Palalua College	29	1	17	13	0		14	16	0	
Palauli College	28	2	22	6	2		19	11	0	
Palauli Sisifo College	27	1	17	10	1		16	11	1	
Papauta Girls' College	30	0	17	13	0		20	10	0	
Paul VI College	24	4	24	3	1		20	8	0	
Pesega LDS Church College	24	6	21	5	4		14	16	0	
Robert Louis Stevenson Coll.	18	2	18	2	0		17	3	0	
Safata College	28	2	23	6	1		16	14	0	
Sagaga College	28	2	24	5	1		19	11	0	

School Name	Parents Fund	Others Fund	Father in Paid Job	Father Not in Paid Job	Father Dec./ Div.	Father Status NR	Mother in Paid Job	Mother Not in Paid Job	Mother Dec./ Div.	Mother Status NR
Samoa Adventist College	19	1	19	0	1		8	12	0	
Samoa College	29	1	24	6	0		22	7	1	
Savaai Sisifo College	27	3	18	12	0		19	9	2	
St Joseph's College	26	6	21	10	1		15	16	1	
St Mary's College	24	6	19	10	1		11	18	1	
Tuasivi College	30	0	17	13	0		18	12	0	
Uesiliana College	30	0	15	12	3		20	10	0	
Vaimauga College	29	1	9	19	1	1	17	10	3	
Vaiola LDS Church College	30	0	16	14	0		15	13	2	
Wesley College	26	5	24	7	0		19	12	0	
	1068	82	743	359	44	4	645	481	22	2

Appendix 3 – School Principal Interview Questions



**Ministry of Education, Sports and Culture
Govt of Samoa
Secondary Level Dropout Study Jan- March 2019**

Principal's/HODs' Interview Questions

The Ministry of Education, Sports and Culture (MESC) is conducting a study on Secondary Level Dropout rates in years 2013-2017 to discover major reasons and contributing factors to the high dropout particularly at the Secondary Level (2013-2017). Colleges (Govt, Missions and Private) will be selected in this study to ensure views and opinions are captured.

- The information required from you will be of great assistance in identifying the reasons of high dropout particularly at the Secondary Level.
- It will also assist the Ministry to develop appropriate strategies to minimize dropout at the Secondary Level
- The name of your school will be noted, but only for MESC's purpose and according to this study. The information gathered and recorded, will be treated highly confidential as usual.
- Please state whether you agree to answer these questions by ticking one of the boxes below

Yes No

Section 1: General Information

School: _____

District: _____

School enrolment in Yr. 11-13 February 2018 _____

November 2018 _____

Number of teachers - _____

Interviewee's Name _____ Interviewee's Signature _____

Guiding Question 1: Please explain what you think of the concept of dropout in your own school?

Are there many students dropping out from Years 11-13?

Year Level	2013	2014	2015	2016	2017
Year 11					
Year 12					
Year 13					

Any related Additional information

Guiding Question 2: Can you explain the reasons why students dropout in your own school? (Teenage Pregnancies, School Fees, Abuse cases, etc)

Guiding Question 3: As a School Principal, what strategies do you use to motivate students to continue until they complete Secondary Level of education?

Guiding Question 4: What do you usually do when students do not pay their fees on time?

Guiding Question 5: In the event there is teenage pregnancy in your school, what will you do in response?

Guiding Question 6: What solutions do you apply as a Principal to deal with (Physical, Sexual and Emotional) Abuse in your School?

Guiding Question 7: Is dropout a real issue in your School? You can provide figures to support this. Which year did you have a significant increase of dropout in your school starting from 2013?

Guiding Question 8: What strategies can you use to reduce/stop dropout of students from your own school?

Thank you for your cooperation in answering the questions.

Appendix 4 – Parent & Community Discussion Questions



Ministry of Education, Sports and Culture
Govt of Samoa

SECONDARY LEVEL DROPOUTS IN YEARS 2013-2017 STUDY 2019: Community Focus Group GUIDING QUESTIONS

School:

District:

Date:.....

PPRD Facilitator: PPRD Recorder:

Introduction: The Ministry of Education, Sports and Culture is investigating why there was an increasing rate of dropout at Secondary Level in 2013-2017. This study aims to find out the major reasons for the increasing dropout rate. The information will assist the Ministry and Govt in its forward planning to formulate strategies to reduce dropout rates from secondary level.

The following questions will be asked for our discussion and your views will be noted and later consolidated for reporting. Please feel free to ask any questions regarding the topic.

Question 1. Are there any difficulties encountered as parents/guardians/care givers in supporting your children's education in the meantime

a) Difficulties in terms of financial support?

b) Moral Support?

c) Any other kind of support?

Question 2. How are your children doing in school? What are their performances like in all subjects?

Scoring High/Performing Excellent.

Scoring /Performing Average

Scoring Low/Performing Poor

Question 3. If your children/child are/is doing well in school, what do you think is contributing to this good performance as parents/caregivers/guardians?

**Question 4. What are your plans for your children after Secondary Level?
Foundation Level**

Proceed to TVET Institutions

Repeat in another Secondary School

Tell children to look for jobs to support our family

Send them overseas for greener pastures

Question 5. Why do you think children tend to drop out from Secondary School?

Question 6. What are your strategies as parents to reduce and stop dropout of students?

Thank you for your time in discussion these questions. Your views are important in determining a best aid to reduce students drop out at the Secondary Level.

Appendix 5 – Actual Early School-leaver Questionnaire



**Ministry of Education, Sports and Culture
Govt of Samoa**

Secondary Level Dropout in Years 2013-2017 Study 2019: Dropout Student Questionnaire

Purpose: For the Ministry of Education, Sports and Culture to gather the views of students who have dropped out from school, particularly the **reasons** why they decided to leave school without completing.

Your Consent: The Ministry would appreciate your cooperation in completing this questionnaire. Please indicate whether you agree to complete the questionnaire by ticking one box. Your contribution in this survey is highly valuable.

YES NO

We assure you, that all information gathered in this survey will be treated with strict confidentiality.

Personal Information

School attended Village or Town.....

Last Class/Year level Age Father's job _____ Mother's Job _____

Gender: Male Female

1. What was your last year level or class in School?

Year 9, Year 10, Year 11, Year 12, Year 13 (Please circle the answer)

2. Why did you leave school without completing your Secondary level of Education? Please explain

No financial support	
Pregnant	
Difficult school subjects	
Others – please explain	

3. Did you regret leaving school without completion?

Yes No (Please circle your answer)

4. What are you doing now?

(Please tick one box below)

Working Part-time

Staying home

Selling things to earn money

Looking for a job

Others – Please Explain

5. What difficulties you are now facing because of not completing Secondary Level of Education?

6. Have you ever thought of going back to school?

Yes No (Please circle the answer)

7. Have you thought of taking a course or training?

Yes No (Please circle the answer)

8. If yes, please indicate which course or training you have thought of taking?

9. If the answer is NO, please explain why?

7. What could be your best advice to the younger generation who are now in schools? Why?

THANK YOU FOR YOUR COOPERATION IN ANSWERING THE QUESTIONS.