

2021 Federated State of Micronesia Report / Get to know / Teachers / Student difficulties perceived by teacher / Comparison to student-reported difficulties

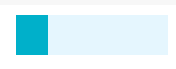
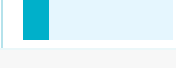
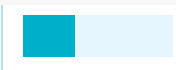
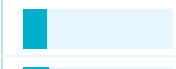
## Comparison to student-reported difficulties

---

Table TT2.6 contrasts teacher and student responses to four similar items. Note that, while the items explored the same difficulties, they were worded differently and were on different scales. Teachers were asked to assign each issue to a series of five experience buckets, while students were asked to indicate how often they were experiencing the same issues on a four-point scale. The scales, therefore, are different, which complicates comparison. However, they are sufficiently similar to allow exploration of common and divergent perceptions across student and teacher respondents.

Table TT.6

## Percentages of students experiencing particular difficulties as reported by students and identified by teachers

Student-reported difficulties	%	Difference	%	Teacher-observed difficulties
<b>Grade 5</b>				
Concentrating and focusing your attention	 21%		 34%	Difficulty focusing attention and concentrating
Controlling your behaviour	 24%		 32%	Behavioural difficulties
Hungry	 20%		 17%	Hunger
Tired	 22%		 18%	Lack of sleep
<b>Grade 7</b>				
Concentrating and focusing your attention	 20%		 35%	Difficulty focusing attention and concentrating
Controlling your behaviour	 26%		 34%	Behavioural difficulties
Hungry	 19%		 16%	Hunger
Tired	 24%		 18%	Lack of sleep

( ) Standard errors appear in parentheses.

On average, teachers and students in Federated States of Micronesia identify similar proportions of students experiencing hunger. A greater proportion of student's report difficulty with tiredness than teachers observed their student's struggling with. Larger differences are seen, however, for the items intended to capture behavioural issues and attention issues that students struggle with. Teachers reported that their students were experiencing higher rates of these two difficulties than students reported themselves.

## What does this mean?

Teachers observed a substantial minority of their students experiencing difficulties in their learning. Of these, teachers identify behavioural and cognitive difficulties as the most common.

Teachers' responses cannot be directly compared to students' responses in similar areas but when looked at together, it is clear that there is a range of behavioural and physiological difficulties experienced by a substantial minority of students. Students identify physiological issues (hunger, tiredness) as a more common experience than do teachers, while teachers observe behavioural issues (concentrating, controlling behaviour) more frequently than students report them. It may be that students and teachers have different views on what constitutes behavioural issues, and students may be less likely to recognise their behaviour as problematic. This suggests that behavioural issues, as a whole, are quite common in the student body, and that teachers' assessments of physiological issues are aligned with students' reports of these.