

















## Student difficulties identified by teachers

Teachers were asked to indicate the proportion of their students they believed were experiencing specific difficulties. The response choices were percentage brackets: '0%–20%', '21%–40%', '41%–60%', '61%–80%', or '81%–100%'. Percentage brackets were used so that teachers could more easily report how many students were experiencing difficulties, but they are broad groups. All responses in these percentage brackets were combined and used to calculate averages that could show more detail than, for example, '0–20%'.

The average proportions of students that teachers considered were showing signs of these difficulties by year level are shown in Table TT2.5.

Table TT2.5

### Average percentage of students affected by various difficulties as identified by teachers

Issues	Year 4	Year 6
Lack of basic knowledge or skills	 20% (1.6)	 20% (1.7)
Reading impaired	 17% (1.7)	 13% (1.0)
Poor health	 12% (0.9)	 12% (0.9)
Absenteeism	 19% (1.8)	 18% (1.5)
Hunger	 11% (0.6)	 11% (0.5)
Lack of sleep	 10% (0.3)	 11% (0.4)
Behavioural issues	 25% (2.0)	 26% (2.0)
Difficulty focusing attention & concentrating	 22% (1.8)	 22% (1.7)

### Average percentage of students affected by various difficulties as identified by teachers, Fiji PILNA 2021

( ) Standard errors appear in parentheses.