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Comparison to student-reported difficulties

## Comparison to student-reported difficulties

Table TT2.6 below 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 TT2.6

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

Student difficulties	%	Difference	%	Teacher difficulties
<b>Year 4</b>				
Concentrating and focusing your attention	20%		38%	Difficulty focusing attention and concentrating
Controlling your behaviour	20%		33%	Behavioural difficulties
Hungry	9%		22%	Hunger
Tired	14%		23%	Lack of sleep
<b>Year 6</b>				
Concentrating and focusing your attention	17%		36%	Difficulty focusing attention and concentrating
Controlling your behaviour	18%		32%	Behavioural difficulties
Hungry	9%		17%	Hunger
Tired	17%		19%	Lack of sleep

Percentages of students experiencing particular difficulties as reported by students and identified by teachers, regional averages, Solomon Islands, PILNA 2021

( ) Standard errors appear in parentheses.

On average, teachers in Solomon Islands identify greater proportions of students experiencing challenges than students themselves. Differences are seen in the average proportions reported by teachers and students across the behavioural and

cognitive issues that students struggle with as well as the rates of hunger and tiredness that were reported.

## 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. Teachers in Solomon Islands identify greater proportions of students experiencing challenges than students themselves.