

























2021 Tonga Report / Get to know / Teachers / Student difficulties perceived by the teacher /  
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-reported difficulties	%	Difference	%	Teacher-observed difficulties
<b>Year 4</b>				
Concentrating and focusing your attention	 14%		 27%	Difficulty focusing attention and concentrating
Controlling your behaviour	 17%		 20%	Behavioural difficulties
Hungry	 22%		 12%	Hunger
Tired	 20%		 13%	Lack of sleep
<b>Year 6</b>				
Concentrating and focusing your attention	 28%		 24%	Difficulty focusing attention and concentrating
Controlling your behaviour	 21%		 23%	Behavioural difficulties
Hungry	 16%		 13%	Hunger
Tired	 19%		 16%	Lack of sleep

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

On average, teachers in Tonga identified smaller proportions of students experiencing hunger and tiredness than students reported themselves. For behavioural difficulties, teachers reported similar proportions to what students reported. For concentrating and focusing attention, teachers and students reported similar proportions at the year six level but not at the year four level. Teachers reported greater proportions of year four students experiencing difficulties with concentrating and focusing attention than students reported.

## What does this mean?

Teachers observed a substantial minority of their students experiencing difficulties that may affect their learning. Of these, teachers identified 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.