Executive Summary

A positive school climate is one of those things that is difficult to define and measure, but everyone – including parents – recognises it when they see it. The state of the school's facilities, the tone of the conversations in corridors, the enthusiasm of the school staff and the way students interact during breaks are some of the signs that visitors can read to quickly and broadly assess a school's climate. PISA indicators of school climate – the disciplinary climate, students' sense of belonging at school and teacher support – can be analysed in relation to other PISA data on important student outcomes, such as academic achievement, student misbehaviour and students' well-being, and to key factors that shape students' learning, such as teachers' practices and parental involvement.

Measuring the well-being of 15-year-old students, the target PISA population, is particularly important, as students at this age are in a key transition phase of physical and emotional development. Asking students about themselves gives adolescents the opportunity to express how they feel, what they think of their lives and whether they believe they have the capacity to grow and improve. Even if the well-being indicators examined in this volume do not refer specifically to the school context – for instance, students are asked how satisfied they feel about their lives in general – adolescents spend a large part of their time at school and their peers play a pre-eminent role in their social lives. In fact, students who sat the 2018 PISA test cited three main aspects of their lives that influence how they feel: how satisfied they are with the way they look, with their relationships with their parents, and with life at school.

WHAT SCHOOL LIFE MEANS FOR STUDENTS' LIVES: MAIN FINDINGS

School climate

- Co-operation amongst students was more prevalent than competition, on average across OECD countries in 2018. Some 62% of students reported that students co-operate with each other while only 50% of students reported that their schoolmates compete with each other.
- On average across OECD countries and in three out of four education systems, students scored higher in reading when they reported greater co-operation amongst their peers. By contrast, there was no clear relationship between the competitiveness of a school environment and student performance.

Teachers' attitudes and practices

- On average across OECD countries and in 43 education systems, students who perceived greater support from teachers scored higher in reading, after accounting for the socio-economic profile of students and schools.
- Teacher enthusiasm and teachers' stimulation of reading engagement were the teaching practices most strongly (and positively) associated with students' enjoyment of reading.

Student misbehaviour

- According to students, disciplinary climate in language-of-instruction lessons improved between 2009 and 2018, especially in Albania, Korea and the United Arab Emirates.
- Some 23% of students reported being bullied at least a few times a month, on average across OECD countries.
- Some 88% of students across OECD countries agreed that it is a good thing to help students who cannot defend themselves and it is wrong to join in bullying. Girls and students who were not frequently bullied were more likely to report stronger anti-bullying attitudes than boys and frequently bullied students.
- On average across OECD countries, 21% of students had skipped a day of school and 48% of students had arrived late for school in the two weeks prior to the PISA test. In Georgia, Montenegro, Saudi Arabia and Turkey, at least one in five students had skipped school at least three times during that period.
- The countries and economies where fewer students had skipped a whole day of school were also the countries/economies with higher average reading performance, such as Beijing, Shanghai, Jiangsu and Zhejiang (China), Estonia, Finland, Hong Kong (China), Japan, Korea, Macao (China), Singapore, Sweden and Chinese Taipei.

Students' well-being

- On average across OECD countries, 67% of students reported being satisfied with their lives (students who reported between 7 and 10 on the 10-point life-satisfaction scale). Between 2015 and 2018, the share of satisfied students shrank by 5 percentage points.
- More than 80% of students reported sometimes or always feeling happy, cheerful, joyful or lively, and about 6% of students reported always feeling sad, on average across OECD countries.
- In almost every education system, girls expressed greater fear of failure than boys, and this gender gap was considerably wider amongst top-performing students.
- In a majority of school systems, students who expressed a greater fear of failure scored higher in reading, but reported less satisfaction with life, than students expressing less concern about failing, after accounting for the socio-economic profile of students and schools.

Students' belief that their ability and intelligence can develop over time (growth mindset)

- A majority of students disagreed or strongly disagreed with the statement "Your intelligence is something about you that you can't change very much", on average across OECD countries. However, at least 60% of students in the Dominican Republic, Indonesia, Kosovo, the Republic of North Macedonia, Panama and the Philippines agreed or strongly agreed with that statement.
- On average across OECD countries, having a growth mindset was positively associated with students' motivation to master tasks, general self-efficacy, setting learning goals and perceiving the value of school; it was negatively associated with their fear of failure.

Parents' involvement in school activities

- Parents overwhelmingly cited school safety, school climate and school reputation as the most important criteria when choosing a school for their child, followed closely by students' academic achievement and the offering of specific subjects or courses.
- According to school principals, about 41% of students' parents discussed their child's progress with a teacher on their own initiative and 57% did so on the initiative of teachers, on average across OECD countries. However, only 17% of parents participated in local school government and 12% volunteered for physical or extracurricular activities.
- On average across the nine OECD countries that distributed the parent questionnaire, the obstacles that parents most commonly cited as hindering their participation in school activities were time-related, and included the need to work (34%) and the inconvenience of meeting times (33%).

Table III.1 [1/4] **Snapshot of school climate**

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who reported being victims of any type of bullying act at least a few times a month	Difference between frequently[1] and not frequently bullied students who reported feeling sometimes or always sad, after accounting for student and school characteristics[2]	Percentage of students who agreed or strongly agreed that "It is a wrong thing to join in bullying"	Difference in the index of sense of belonging between advantaged and disadvantaged students[3]	Difference in the percentage of students' parents who discussed their child's progress with a teacher on their own initiative between advantaged and disadvantaged schools[4]
		%	% dif.	%	Dif.	% dif.
OECD	**OECD average**	23	**20**	88	**0.23**	**11**
	Australia	30	m	92	**0.27**	**13**
	Austria	23	**19**	87	**0.19**	m
	Belgium	19	m	94	0.06	**16**
	Canada	25	**22**	92	**0.31**	**13**
	Chile	24	**15**	86	**0.24**	4
	Colombia	32	**10**	68	**0.25**	**25**
	Czech Republic	30	**12**	88	**0.20**	4
	Denmark	21	**26**	94	**0.22**	7
	Estonia	25	**19**	89	**0.21**	4
	Finland	18	**30**	93	**0.23**	2
	France	20	**28**	93	**0.19**	**19**
	Germany	23	**22**	90	**0.23**	**14**
	Greece	27	**12**	85	**0.25**	**20**
	Hungary	23	**21**	75	**0.32**	**19**
	Iceland	17	**32**	88	**0.34**	**1**
	Ireland	23	**24**	94	**0.08**	7
	Israel	m	m	84	m	11
	Italy	24	**12**	85	**0.15**	**27**
	Japan	17	**17**	93	**0.12**	8
	Korea	9	m	93	**0.37**	**26**
	Latvia	35	**19**	83	**0.25**	**-10**
	Lithuania	23	**17**	81	**0.20**	5
	Luxembourg	21	**24**	89	**0.41**	**25**
	Mexico	23	**12**	82	**0.31**	3
	Netherlands	12	**21**	95	**0.14**	12
	New Zealand	32	m	92	**0.23**	9
	Norway	19	m	94	**0.33**	0
	Poland	26	**18**	80	**0.09**	**10**
	Portugal	14	**23**	86	**0.32**	**18**
	Slovak Republic	28	**11**	80	**0.30**	**11**
	Slovenia	21	**16**	84	**0.21**	**14**
	Spain	17	m	90	**0.25**	**13**
	Sweden	19	**26**	92	**0.27**	7
	Switzerland	22	**21**	86	**0.21**	-9
	Turkey	24	**16**	80	0.08	**18**
	United Kingdom	27	**23**	95	**0.18**	9
	United States	26	**23**	93	**0.27**	**24**

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying across all countries/economies.
2. Student and school characteristics include the PISA index of economic, social and cultural status (ESCS) at the student and school levels, gender and reading performance.
3. A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the index of ESCS in his or her own country/economy.
4. A socio-economically disadvantaged (advantaged) school is a school in the bottom (top) quarter of the index of ESCS in the relevant country/economy.
5. The regression model accounts for students' and schools' socio-economic profile. The socio-economic profile is measured by the index of ESCS.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.2.1, III.B1.2.13, III.B1.2.15, III.B1.3.8, III.B1.4.12, III.B1.6.10, III.B1.8.10, III.B1.8.14, III.B1.9.4 and III.B1.10.3.

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Table III.1 [2/4] Snapshot of school climate

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who reported being victims of any type of bullying act at least a few times a month	Difference between frequently[1] and not frequently bullied students who reported feeling sometimes or always sad, after accounting for student and school characteristics[2]	Percentage of students who agreed or strongly agreed that "It is a wrong thing to join in bullying"	Difference in the index of sense of belonging between advantaged and disadvantaged students[3]	Difference in the percentage of students' parents who discussed their child's progress with a teacher on their own initiative between advantaged and disadvantaged schools[4]
		%	% dif.	%	Dif.	% dif.
Partners	Albania	25	**7**	86	**0.36**	**13**
	Argentina	32	**18**	79	**0.41**	4
	Baku (Azerbaijan)	36	2	76	0.09	-2
	Belarus	19	**17**	76	**0.18**	**11**
	Bosnia and Herzegovina	25	**13**	86	**0.19**	5
	Brazil	29	**12**	83	**0.30**	**12**
	Brunei Darussalam	50	**8**	87	**0.10**	**14**
	B-S-J-Z (China)	18	**10**	96	**0.29**	**17**
	Bulgaria	34	**16**	77	**0.33**	**18**
	Costa Rica	24	**18**	86	**0.26**	**16**
	Croatia	18	**16**	89	**0.14**	2
	Cyprus	34	**12**	79	**0.15**	**9**
	Dominican Republic	44	**12**	74	**0.33**	**15**
	Georgia	24	**15**	80	**0.24**	4
	Hong Kong (China)	29	**10**	91	**0.13**	**19**
	Indonesia	41	**4**	57	0.07	**22**
	Jordan	38	**6**	70	**0.27**	**16**
	Kazakhstan	32	**10**	72	**0.17**	5
	Kosovo	32	**9**	76	**0.22**	**17**
	Lebanon	m	m	m	m	8
	Macao (China)	27	**18**	93	**0.19**	**6**
	Malaysia	36	**13**	84	**0.16**	7
	Malta	32	**14**	90	**0.10**	**-1**
	Moldova	24	**13**	74	**0.33**	5
	Montenegro	25	**16**	83	**0.11**	**7**
	Morocco	44	**9**	67	**0.27**	10
	North Macedonia	m	m	m	m	**4**
	Panama	33	**10**	74	**0.27**	3
	Peru	22	**13**	81	**0.24**	**12**
	Philippines	65	**6**	79	**0.21**	9
	Qatar	33	**13**	79	**0.24**	**26**
	Romania	34	**17**	75	**0.34**	12
	Russia	37	**17**	84	**0.16**	**11**
	Saudi Arabia	30	**12**	71	**0.32**	**14**
	Serbia	26	**20**	83	**0.22**	**15**
	Singapore	26	m	96	**0.23**	**21**
	Chinese Taipei	13	**20**	92	**0.23**	**17**
	Thailand	27	**8**	72	**0.20**	11
	Ukraine	22	**18**	78	**0.26**	**17**
	United Arab Emirates	31	**17**	77	**0.16**	**8**
	Uruguay	26	**14**	84	**0.52**	0
	Viet Nam	27	m	82	**0.07**	10

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2. Student and school characteristics include the PISA index of economic, social and cultural status (ESCS) at the student and school levels, gender and reading performance.
3. A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the index of ESCS in his or her own country/economy.
4. A socio-economically disadvantaged (advantaged) school is a school in the bottom (top) quarter of the index of ESCS in the relevant country/economy.
5. The regression model accounts for students' and schools' socio-economic profile. The socio-economic profile is measured by the index of ESCS.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.2.1, III.B1.2.13, III.B1.2.15, III.B1.3.8, III.B1.4.12, III.B1.6.10, III.B1.8.10, III.B1.8.14, III.B1.9.4 and III.B1.10.3.

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Table III.1 [3/4] **Snapshot of school climate**

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Change in reading performance when students reported that there is noise and disorder "in every lesson" in their language-of-instruction class (reference category: "never or hardly ever")[5]	Change in reading performance when students reported that they had arrived late for school "five or more times" in the two weeks prior to the PISA test (reference: "never")[5]	Change in reading performance associated with a one-unit increase in the index of student co-operation[5]	Change in reading performance associated with a one-unit increase in the index of attitudes towards competition[5]	Change in enjoyment of reading per one-unit increase in the index of teacher enthusiasm, after accounting for reading performance and other teaching practices
		Score dif.	Score dif.	Score dif.	Score dif.	Dif.
OECD	**OECD average**	**-35**	**-23**	**6**	**5**	**0.08**
	Australia	**-28**	**-40**	**4**	**4**	**0.07**
	Austria	**-37**	**-20**	**13**	**7**	0.01
	Belgium	**-17**	**-36**	2	1	**0.11**
	Canada	**-17**	**-31**	m	**3**	m
	Chile	**-29**	**-23**	**5**	2	0.03
	Colombia	**-30**	-16	**4**	**8**	**0.08**
	Czech Republic	**-39**	**-26**	**5**	**5**	**0.07**
	Denmark	**-29**	**-17**	**6**	**5**	0.04
	Estonia	**-37**	**-30**	**12**	**9**	0.03
	Finland	-15	**-46**	**6**	**6**	**0.17**
	France	**-14**	**-39**	2	2	**0.08**
	Germany	**-44**	**-31**	**6**	**6**	**0.07**
	Greece	**-42**	2	**6**	2	**0.15**
	Hungary	**-27**	**-17**	**6**	2	**0.06**
	Iceland	**-41**	**-28**	**14**	**11**	**0.11**
	Ireland	**-24**	**-34**	1	**5**	**0.10**
	Israel	**-35**	-6	2	**10**	**0.10**
	Italy	**-46**	**-21**	**5**	**6**	**0.11**
	Japan	**-56**	**-42**	**3**	**5**	**0.05**
	Korea	**-45**	**-26**	**-6**	0	0.03
	Latvia	**-33**	-2	**9**	**10**	0.03
	Lithuania	**-43**	**-12**	**12**	**8**	**0.07**
	Luxembourg	**-45**	**-15**	**7**	**4**	**0.11**
	Mexico	**-29**	0	**8**	**8**	**0.04**
	Netherlands	**-46**	**-37**	**4**	3	**0.09**
	New Zealand	**-31**	**-18**	**6**	2	**0.07**
	Norway	**-55**	**-21**	**14**	**6**	0.03
	Poland	**-28**	**-18**	**6**	**4**	**0.03**
	Portugal	**-28**	-5	**4**	**-3**	**0.11**
	Slovak Republic	**-56**	**-31**	**11**	1	**0.08**
	Slovenia	**-38**	-2	**10**	1	**0.13**
	Spain	m	m	m	m	m
	Sweden	**-33**	**-23**	0	**5**	**0.10**
	Switzerland	**-31**	**-20**	**9**	2	**0.10**
	Turkey	**-48**	**-23**	**5**	**6**	**0.08**
	United Kingdom	**-37**	**-37**	2	**5**	**0.13**
	United States	**-42**	**-37**	-1	**5**	**0.06**

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3. A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the index of ESCS in his or her own country/economy.
4. A socio-economically disadvantaged (advantaged) school is a school in the bottom (top) quarter of the index of ESCS in the relevant country/economy.
5. The regression model accounts for students' and schools' socio-economic profile. The socio-economic profile is measured by the index of ESCS.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.2.1, III.B1.2.13, III.B1.2.15, III.B1.3.8, III.B1.4.12, III.B1.6.10, III.B1.8.10, III.B1.8.14, III.B1.9.4 and III.B1.10.3.

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Table III.1 [4/4] **Snapshot of school climate**

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Change in reading performance when students reported that there is noise and disorder "in every lesson" in their language-of-instruction class (reference category: "never or hardly ever")[5]	Change in reading performance when students reported that they had arrived late for school "five or more times" in the two weeks prior to the PISA test (reference: "never")[5]	Change in reading performance associated with a one-unit increase in the index of student co-operation[5]	Change in reading performance associated with a one-unit increase in the index of attitudes towards competition[5]	Change in enjoyment of reading per one-unit increase in the index of teacher enthusiasm, after accounting for reading performance and other teaching practices
		Score dif.	Score dif.	Score dif.	Score dif.	Dif.
Partners	Albania	**-35**	**-18**	**10**	**11**	**0.18**
	Argentina	**-17**	-4	1	-1	0.02
	Baku (Azerbaijan)	**-29**	-8	**5**	**9**	**0.07**
	Belarus	**-41**	-11	**9**	**6**	**0.13**
	Bosnia and Herzegovina	**-53**	**-29**	**4**	**3**	**0.11**
	Brazil	**-23**	**-22**	2	**5**	**0.10**
	Brunei Darussalam	**-42**	**-9**	**13**	**14**	**0.10**
	B-S-J-Z (China)	**-44**	-15	0	**7**	**0.13**
	Bulgaria	**-43**	-12	**10**	**9**	0.02
	Costa Rica	**-14**	0	1	**7**	0.03
	Croatia	**-48**	**-11**	**7**	**2**	**0.10**
	Cyprus	**-51**	**-12**	**8**	**6**	**0.07**
	Dominican Republic	**-20**	**-26**	2	**6**	**0.08**
	Georgia	**-45**	**-13**	**7**	**10**	**0.10**
	Hong Kong (China)	**-50**	**-47**	**10**	**9**	0.02
	Indonesia	**-16**	**14**	**10**	**16**	**0.15**
	Jordan	**-37**	**-11**	**7**	**22**	**0.10**
	Kazakhstan	**-47**	**-12**	**9**	**-8**	**0.15**
	Kosovo	**-41**	**-26**	**15**	**9**	**0.16**
	Lebanon	m	m	**25**	**25**	m
	Macao (China)	**-57**	**-44**	**8**	**12**	**0.13**
	Malaysia	**-47**	**-21**	**14**	**22**	**0.12**
	Malta	**-34**	**-58**	4	**12**	**0.08**
	Moldova	**-34**	2	**16**	**6**	**0.14**
	Montenegro	**-61**	**-19**	**6**	2	**0.10**
	Morocco	**-9**	**-33**	-1	**17**	**0.10**
	North Macedonia	m	m	**9**	**8**	m
	Panama	**-23**	-6	-2	**6**	**0.05**
	Peru	**-21**	-2	**8**	**12**	**0.08**
	Philippines	-7	**26**	**16**	**12**	**0.11**
	Qatar	**-43**	**-47**	**7**	**17**	**0.05**
	Romania	**-48**	**-25**	**8**	2	**0.11**
	Russia	**-46**	**-12**	**7**	**6**	**0.11**
	Saudi Arabia	**-24**	**-16**	**5**	**17**	0.02
	Serbia	**-49**	-6	**7**	**3**	**0.10**
	Singapore	**-34**	**-44**	**9**	-2	**0.05**
	Chinese Taipei	**-49**	**-13**	**6**	**9**	**0.11**
	Thailand	**-33**	**-10**	**10**	**7**	**0.11**
	Ukraine	**-52**	-7	**8**	**6**	m
	United Arab Emirates	**-49**	**-46**	**10**	**17**	**0.06**
	Uruguay	**-33**	6	1	**4**	0.04
	Viet Nam	m	m	m	m	m

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Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.2.1, III.B1.2.13, III.B1.2.15, III.B1.3.8, III.B1.4.12, III.B1.6.10, III.B1.8.10, III.B1.8.14, III.B1.9.4 and III.B1.10.3.

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Table III.2 [1/4] **Snapshot of student well-being**

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who are satisfied with life[1]	Gender difference in the percentage of students who are satisfied with life (G-B)	Percentage of students who reported sometimes or always feeling happy	Percentage of students who reported always feeling sad	Difference between heavy and low Internet users[2] in the percentage of students who reported sometimes or always feeling sad
		%	% dif.	%	%	% dif.
OECD	**OECD average**	67	**-11**	91	6	**10**
	Australia	m	m	m	m	m
	Austria	70	**-12**	91	5	**14**
	Belgium[5]	m	m	m	m	m
	Canada	m	m	93	9	m
	Chile	64	**-11**	94	8	**9**
	Colombia	73	**-6**	93	6	m
	Czech Republic	65	**-12**	86	7	**7**
	Denmark	m	m	91	3	4
	Estonia	70	**-11**	89	9	**18**
	Finland	78	**-12**	91	4	**16**
	France	70	**-9**	94	5	**6**
	Germany	67	**-12**	92	4	m
	Greece	65	**-10**	89	6	**11**
	Hungary	68	**-12**	92	5	**9**
	Iceland	72	**-14**	91	6	**22**
	Ireland	61	**-12**	96	5	**12**
	Israel	m	m	m	m	m
	Italy	67	**-14**	91	6	**11**
	Japan	50	-1	91	11	1
	Korea	57	**-18**	87	10	**11**
	Latvia	69	**-7**	87	8	**13**
	Lithuania	75	**-8**	90	6	**12**
	Luxembourg	68	**-10**	91	6	4
	Mexico	83	**-4**	96	6	4
	Netherlands	79	**-12**	97	3	m
	New Zealand	m	m	m	m	m
	Norway	m	m	m	m	m
	Poland	62	**-16**	87	8	**11**
	Portugal	69	**-9**	96	3	m
	Slovak Republic	70	**-13**	87	10	**5**
	Slovenia	64	**-18**	83	5	**12**
	Spain	74	**-7**	96	4	**8**
	Sweden	67	**-15**	88	5	7
	Switzerland	73	**-11**	95	3	3
	Turkey	44	**-4**	81	13	**11**
	United Kingdom	53	**-17**	93	9	**10**
	United States	61	**-11**	93	11	**8**

1. A student is classified as "satisfied" with life if he or she reported between 7 and 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

2. Based on the cumulated time spent on the Internet on weekdays and weekend days. Low Internet users: 0-9 hours(h)/week(w); and Heavy Internet users: More than 40 h/w.

3. A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the PISA index of economic, social and cultural status (ESCS) in his or her own country/economy.

4. The linear regression model accounts for the students' and schools' socio-economic profile. The socio-economic profile is measured by the index of ESCS.

5. Data related to the index of self-efficacy, the index of fear of failure and growth mindset only include the Flemish Community of Belgium.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.11.1, III.B1.11.4, III.B1.12.1, III.B1.12.2, III.B1.12.16, III.B1.13.5, III.B1.13.14, III.B1.14.1 and III.B1.14.7.

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Table III.2 [2/4] Snapshot of student well-being

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who are satisfied with life[1]	Gender difference in the percentage of students who are satisfied with life (G-B)	Percentage of students who reported sometimes or always feeling happy	Percentage of students who reported always feeling sad	Difference between heavy and low Internet users[2] in the percentage of students who reported sometimes or always feeling sad
		%	% dif.	%	%	% dif.
Partners	Albania	86	-1	95	4	-2
	Argentina	70	**-9**	92	11	m
	Baku (Azerbaijan)	67	**-5**	85	11	m
	Belarus	83	**-5**	92	6	m
	Bosnia and Herzegovina	76	**-7**	92	5	m
	Brazil	65	**-11**	90	13	**8**
	Brunei Darussalam	42	**-3**	93	19	**6**
	B-S-J-Z (China)	59	**-3**	98	11	m
	Bulgaria	65	**-6**	87	8	**7**
	Costa Rica	79	**-8**	95	6	**9**
	Croatia	76	**-13**	94	5	**13**
	Cyprus	63	**-7**	88	7	m
	Dominican Republic	79	**-6**	92	10	3
	Georgia	74	-2	74	9	4
	Hong Kong (China)	52	-2	96	13	2
	Indonesia	70	**-3**	91	8	m
	Jordan	62	**7**	81	10	m
	Kazakhstan	87	**-2**	93	5	**20**
	Kosovo	82	**-3**	94	4	m
	Lebanon	59	3	82	8	m
	Macao (China)	50	**-7**	89	16	**8**
	Malaysia	63	-3	94	16	m
	Malta	60	**-14**	94	9	**13**
	Moldova	77	**3**	92	5	m
	Montenegro	75	**-8**	93	6	m
	Morocco	62	**-3**	88	10	**5**
	North Macedonia	81	**-3**	94	4	m
	Panama	77	**-4**	95	7	4
	Peru	68	**-5**	96	6	m
	Philippines	66	**7**	95	8	m
	Qatar	61	**-3**	88	12	m
	Romania	80	-2	93	4	m
	Russia	69	**-9**	85	10	**20**
	Saudi Arabia	71	**4**	85	8	m
	Serbia	74	**-7**	90	7	5
	Singapore	m	m	m	m	m
	Chinese Taipei	56	**-8**	94	7	**7**
	Thailand	73	-1	92	12	**6**
	Ukraine	82	0	91	6	m
	United Arab Emirates	61	**-7**	90	10	m
	Uruguay	73	**-11**	94	7	**11**
	Viet Nam	73	-2	85	13	m

1. A student is classified as "satisfied" with life if he or she reported between 7 and 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

2. Based on the cumulated time spent on the Internet on weekdays and weekend days. Low Internet users: 0-9 hours(h)/week(w); and Heavy Internet users: More than 40 h/w.

3. A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the PISA index of economic, social and cultural status (ESCS) in his or her own country/economy.

4. The linear regression model accounts for the students' and schools' socio-economic profile. The socio-economic profile is measured by the index of ESCS.

5. Data related to the index of self-efficacy, the index of fear of failure and growth mindset only include the Flemish Community of Belgium.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.11.1, III.B1.11.4, III.B1.12.1, III.B1.12.2, III.B1.12.16, III.B1.13.5, III.B1.13.14, III.B1.14.1 and III.B1.14.7.

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Table III.2 [3/4] **Snapshot of student well-being**

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Difference in the index of self-efficacy between advantaged and disadvantaged students[3]	Difference in the index of fear of failure between girls and boys who scored at Level 5 or above in reading (top performers, G-B)	Percentage of students who disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much"	Change in the index of fear of failure when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much"[4]
		Dif.	Dif.	%	Dif.
OECD	**OECD average**	**0.29**	**0.51**	63	**-0.04**
	Australia	**0.39**	**0.55**	68	**-0.03**
	Austria	**0.22**	**0.32**	72	**-0.04**
	Belgium[5]	**0.12**	**0.40**	56	-0.01
	Canada	**0.38**	**0.59**	68	**-0.03**
	Chile	**0.22**	**0.45**	60	**-0.05**
	Colombia	**0.24**	0.41	61	**-0.07**
	Czech Republic	**0.21**	**0.47**	52	**-0.05**
	Denmark	**0.36**	**0.57**	75	**-0.03**
	Estonia	**0.43**	**0.63**	77	**-0.03**
	Finland	**0.51**	**0.68**	67	**-0.02**
	France	**0.25**	**0.50**	54	**-0.03**
	Germany	**0.27**	**0.55**	74	-0.01
	Greece	**0.32**	**0.43**	48	**-0.03**
	Hungary	**0.36**	**0.56**	62	**-0.04**
	Iceland	**0.47**	**0.52**	73	**-0.04**
	Ireland	**0.21**	**0.52**	74	**-0.05**
	Israel	**0.29**	m	63	m
	Italy	0.06	**0.45**	59	**-0.07**
	Japan	**0.31**	**0.21**	67	**-0.10**
	Korea	**0.49**	**0.36**	53	**-0.13**
	Latvia	**0.36**	**0.61**	73	**-0.05**
	Lithuania	**0.32**	**0.55**	72	**-0.06**
	Luxembourg	**0.37**	**0.53**	62	**-0.04**
	Mexico	**0.31**	c	45	**-0.07**
	Netherlands	0.05	**0.56**	51	**-0.03**
	New Zealand	**0.36**	**0.63**	67	**-0.03**
	Norway	m	m	m	m
	Poland	**0.37**	**0.52**	41	**-0.02**
	Portugal	**0.19**	**0.50**	66	**-0.06**
	Slovak Republic	**0.22**	**0.43**	57	**-0.05**
	Slovenia	**0.23**	**0.59**	51	**-0.04**
	Spain	**0.32**	m	62	**-0.06**
	Sweden	**0.38**	**0.64**	63	**-0.02**
	Switzerland	**0.20**	**0.42**	63	**-0.03**
	Turkey	**0.23**	**0.43**	60	**-0.04**
	United Kingdom	**0.25**	**0.64**	70	**-0.05**
	United States	**0.19**	**0.53**	68	**-0.03**

1. A student is classified as "satisfied" with life if he or she reported between 7 and 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

2. Based on the cumulated time spent on the Internet on weekdays and weekend days. Low Internet users: 0-9 hours(h)/week(w); and Heavy Internet users: More than 40 h/w.

3. A socio-economically disadvantaged (advantaged) student is a student in the bottom (top) quarter of the PISA index of economic, social and cultural status (ESCS) in his or her own country/economy.

4. The linear regression model accounts for the students' and schools' socio-economic profile. The socio-economic profile is measured by the index of ESCS.

5. Data related to the index of self-efficacy, the index of fear of failure and growth mindset only include the Flemish Community of Belgium.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Source: OECD PISA 2018 Database, Tables III.B1.11.1, III.B1.11.4, III.B1.12.1, III.B1.12.2, III.B1.12.16, III.B1.13.5, III.B1.13.14, III.B1.14.1 and III.B1.14.7.

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Table III.2 [4/4] **Snapshot of student well-being**

Countries/economies with values **above** the OECD average
Countries/economies with values not statistically different from the OECD average
Countries/economies with values **below** the OECD average

		Difference in the index of self-efficacy between advantaged and disadvantaged students[3]	Difference in the index of fear of failure between girls and boys who scored at Level 5 or above in reading (top performers, G-B)	Percentage of students who disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much"	Change in the index of fear of failure when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much"[4]
		Dif.	Dif.	%	Dif.
Partners	Albania	**0.37**	c	41	**-0.06**
	Argentina	**0.25**	0.46	49	**-0.05**
	Baku (Azerbaijan)	**0.29**	c	52	**-0.06**
	Belarus	**0.37**	**0.41**	55	**-0.06**
	Bosnia and Herzegovina	**0.29**	c	51	**-0.06**
	Brazil	**0.17**	0.43	63	**-0.04**
	Brunei Darussalam	**0.32**	**0.48**	47	**-0.08**
	B-S-J-Z (China)	**0.48**	**0.23**	56	**-0.13**
	Bulgaria	**0.43**	0.41	59	**-0.07**
	Costa Rica	**0.21**	c	54	**-0.07**
	Croatia	**0.24**	**0.47**	56	**-0.06**
	Cyprus	**0.42**	0.34	55	**-0.07**
	Dominican Republic	**0.28**	m	35	**-0.11**
	Georgia	**0.39**	c	50	**-0.10**
	Hong Kong (China)	**0.28**	**0.28**	43	**-0.13**
	Indonesia	**0.10**	c	29	**-0.06**
	Jordan	**0.34**	c	47	**-0.07**
	Kazakhstan	**0.26**	**0.65**	55	**-0.07**
	Kosovo	**0.28**	m	28	**-0.09**
	Lebanon	**0.48**	c	41	**-0.08**
	Macao (China)	**0.33**	**0.29**	49	**-0.09**
	Malaysia	**0.20**	c	41	**-0.06**
	Malta	**0.23**	**0.36**	54	**-0.05**
	Moldova	**0.29**	c	43	**-0.09**
	Montenegro	**0.30**	c	45	**-0.05**
	Morocco	**0.32**	m	42	**-0.07**
	North Macedonia	**0.45**	c	24	**-0.03**
	Panama	**0.34**	c	29	**-0.04**
	Peru	**0.23**	c	52	**-0.10**
	Philippines	**0.43**	m	31	**-0.08**
	Qatar	**0.37**	**0.51**	50	**-0.08**
	Romania	**0.38**	c	43	**-0.05**
	Russia	**0.28**	**0.54**	60	**-0.06**
	Saudi Arabia	**0.44**	m	43	**-0.08**
	Serbia	**0.32**	**0.43**	52	**-0.07**
	Singapore	**0.16**	**0.53**	60	**-0.06**
	Chinese Taipei	**0.31**	**0.28**	60	**-0.11**
	Thailand	**0.32**	c	43	**-0.07**
	Ukraine	**0.43**	**0.45**	66	**-0.06**
	United Arab Emirates	**0.18**	**0.44**	46	**-0.07**
	Uruguay	**0.31**	0.37	54	**-0.08**
	Viet Nam	m	m	53	**-0.09**

1. A student is classified as "satisfied" with life if he or she reported between 7 and 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

2. Based on the cumulated time spent on the Internet on weekdays and weekend days. Low Internet users: 0-9 hours(h)/week(w); and Heavy Internet users: More than 40 h/w.

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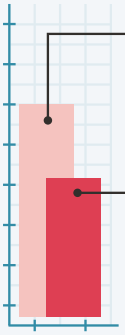
Well-being at school and at home



23% of students reported being **victims of an act of bullying** at least a few times a month

Less than **15%** of students in Korea, the Netherlands, Portugal and Chinese Taipei reported this

8 in 10 students expressed anti-bullying attitudes, such as

- It is a wrong thing to join in bullying

or

- It is a good thing to help students who can't defend themselves

Around **6%** of students reported ***always feeling sad***

Around **90%** of students reported ***sometimes or always feeling happy***

Students whose peers co-operate the most scored about **50 points higher** in reading than students whose peers co-operate the least

Most students believe that **ability and intelligence can be developed over time**

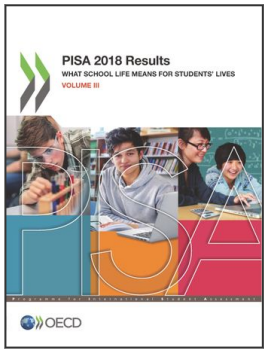
But at least **60% of students**

in the Dominican Republic, Indonesia, Kosovo, the Republic of North Macedonia, Panama and the Philippines agreed or strongly agreed **that intelligence is something that cannot change very much**

1 in 3 parents

reported that their participation in school activities was hindered because of **inconvenient meeting times**

All data refer to OECD average unless otherwise indicated.



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