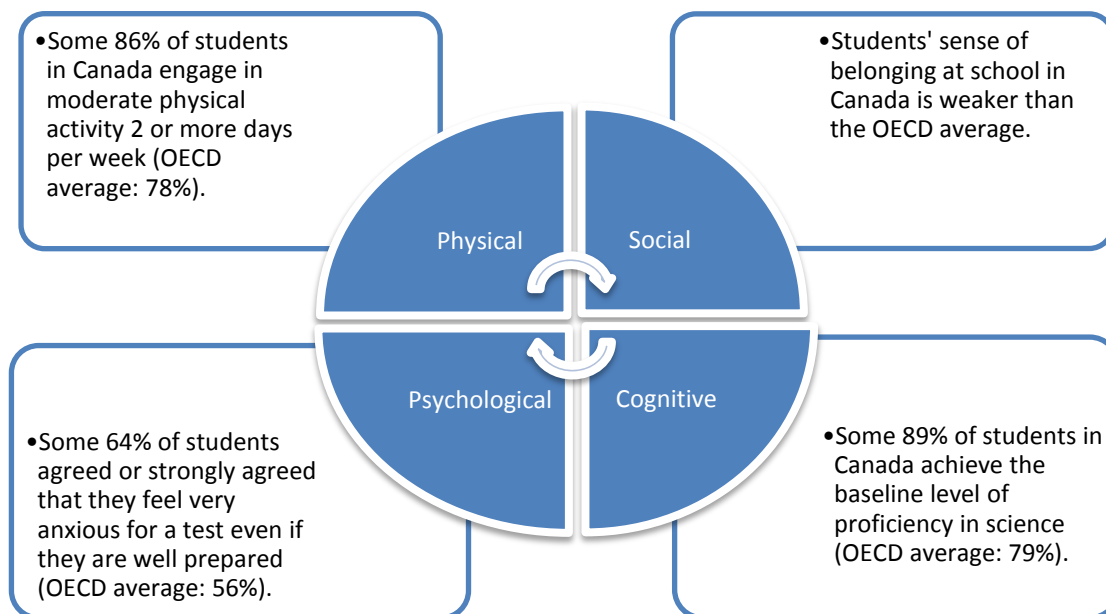


PROGRAMME FOR INTERNATIONAL  
STUDENT ASSESSMENT (PISA)  
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

## Canada

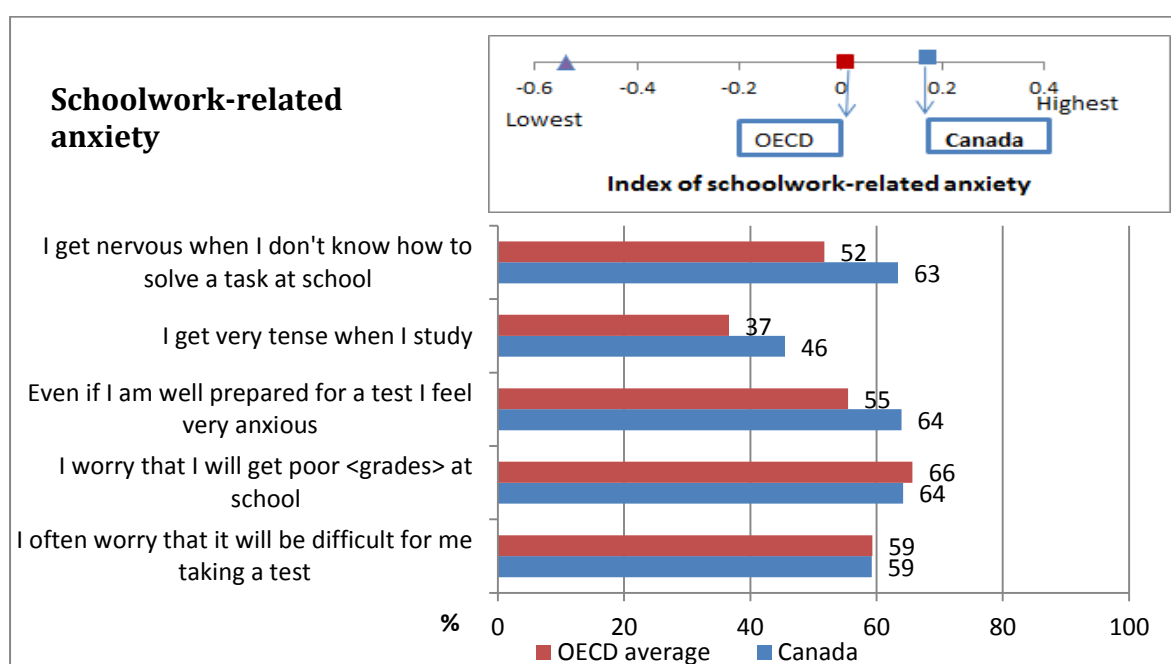
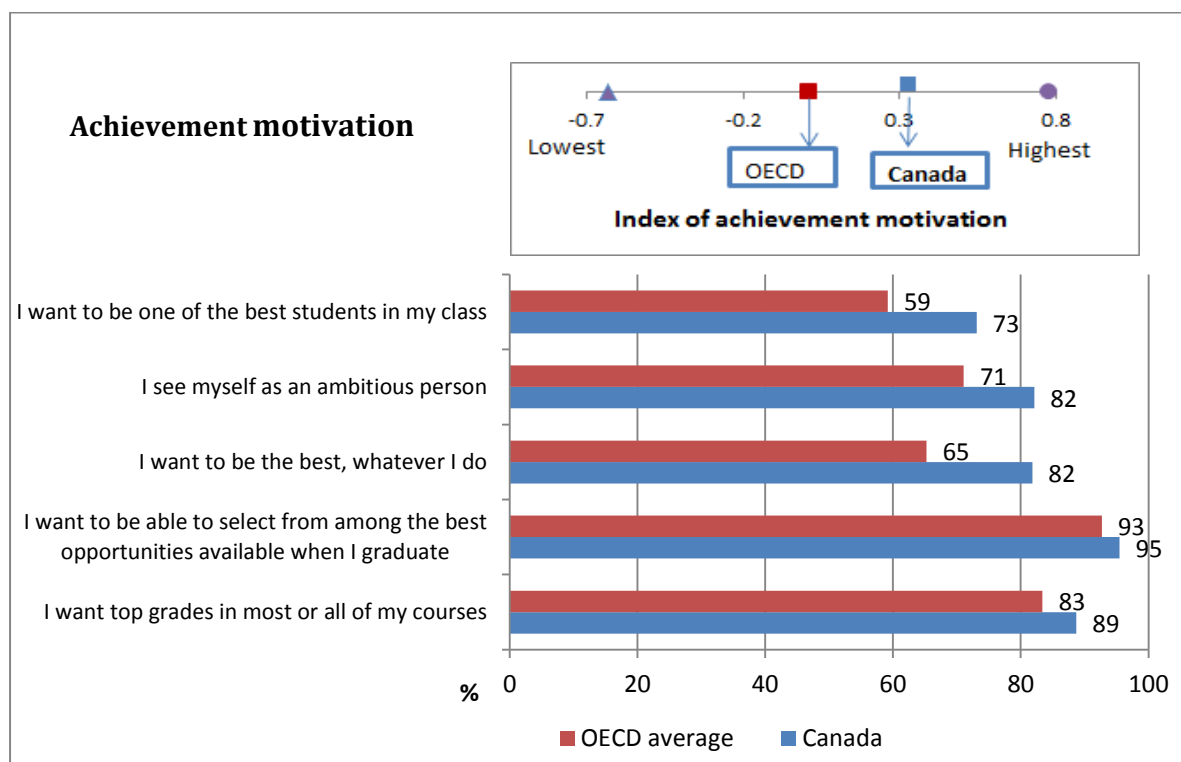


### KEY RESULTS

- Students in Canada reported high motivation to achieve: 82% of students reported that they want to be the best in whatever they do (OECD average: 65%); and 82% see themselves as an ambitious person (OECD average: 71%) (Table III.5.1).
- Around 64% of students reported feeling very anxious before a test even when they are well-prepared (OECD average: 55%) (Table III.4.1). In Canada, anxiety is more prevalent in schools where students study more than 50 hours a week (in and outside of school) than in schools where students study between 35 and 40 hours a week, on average (Table III.4.10).
- Around 64% of Canadian students expect to complete a university education (OECD average: 44%) (Table III.6.1). Among all OECD countries, Canada has the highest number of first-generation immigrant students who expect to earn a university degree (80%; OECD average: 41%) (Table III.6.2).
- About 23% of students in Canada reported feeling like an outsider at school (OECD average: 17%) and 18% of students reported feeling lonely at school (OECD average: 15%) (Table III.7.1).
- First-generation immigrant students in Canada reported a stronger sense of belonging at school than non-immigrant students. A larger share of immigrant students than non-immigrant students reported that they feel like they belong at school. This pattern is opposite of that observed in the majority of OECD countries with comparable data, except Australia (Table III.7.3).
- In Canada, 20% of students reported that they are victims of an act of bullying at least a few times a month (OECD average: 19%). Some 13% of students reported that other students make fun of them, and 10% of students reported that others leave them out of things on purpose at least a few times a month (Table III.8.1).
- Canadian schools with a high incidence of bullying score 33 points lower in science, on average, than schools with a low incidence of bullying (Table III.8.10). This difference shrinks to 20 points when taking into account the socio-economic profile of the school.
- Students in Canada perceive a high level of support from their parents: 92% (OECD average: 90%) of students reported that their parents encourage them to be confident, and 96% reported that their parents support their efforts and achievements at school (OECD average: 94%) (Table III.9.18).
- Around 95% of Canadian students engage in some physical activity outside of school (OECD average: 93%) (Table III.11.10).
- About 35% of Canadian students reported they work for pay before or after school (OECD average: 23%) (Table III.12.1).

## Students' psychological well-being

The **psychological dimension** of students' well-being refers to students' sense of purpose in life, self-awareness, positive emotions and expectations. Promoting psychological well-being at school can support the health and socio-emotional development of all students. PISA 2015 measures some aspects of psychological well-being through students' reports of their motivation to do well in school and schoolwork-related anxiety. PISA also measures students' overall satisfaction with their life. However, Canada does not have any data on students' life satisfaction.



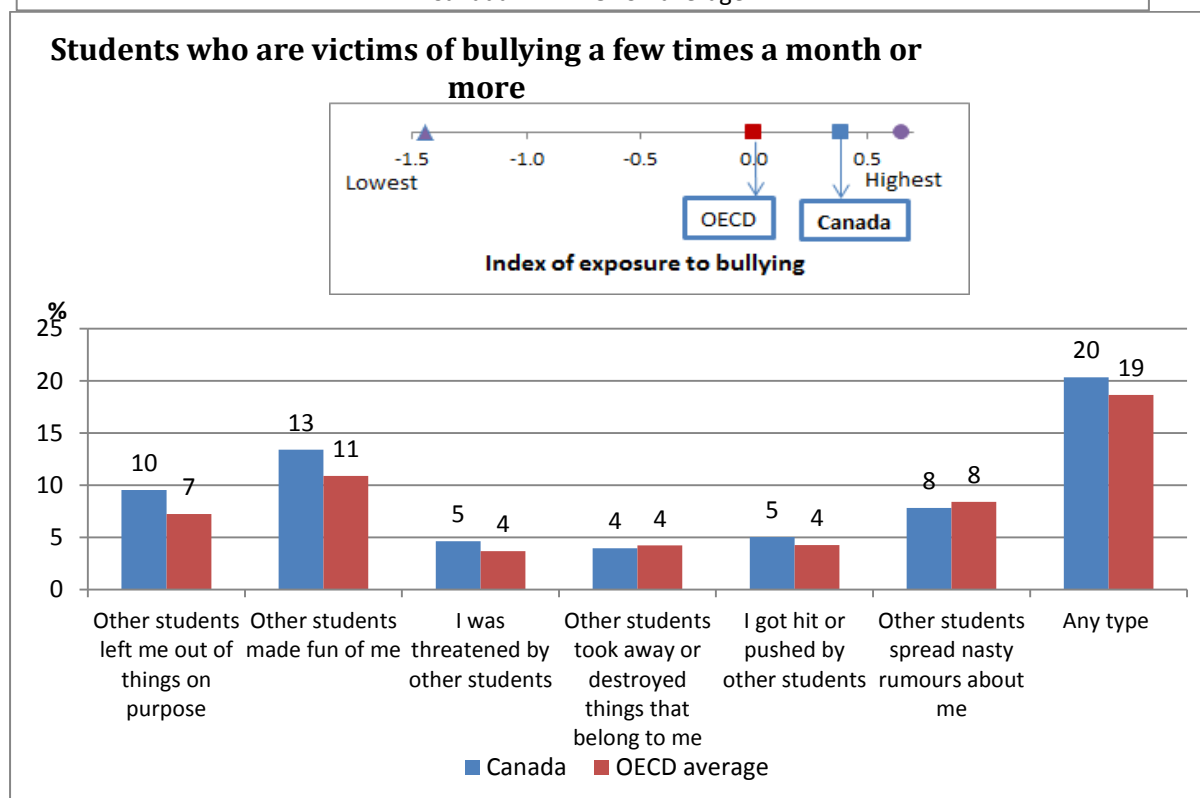
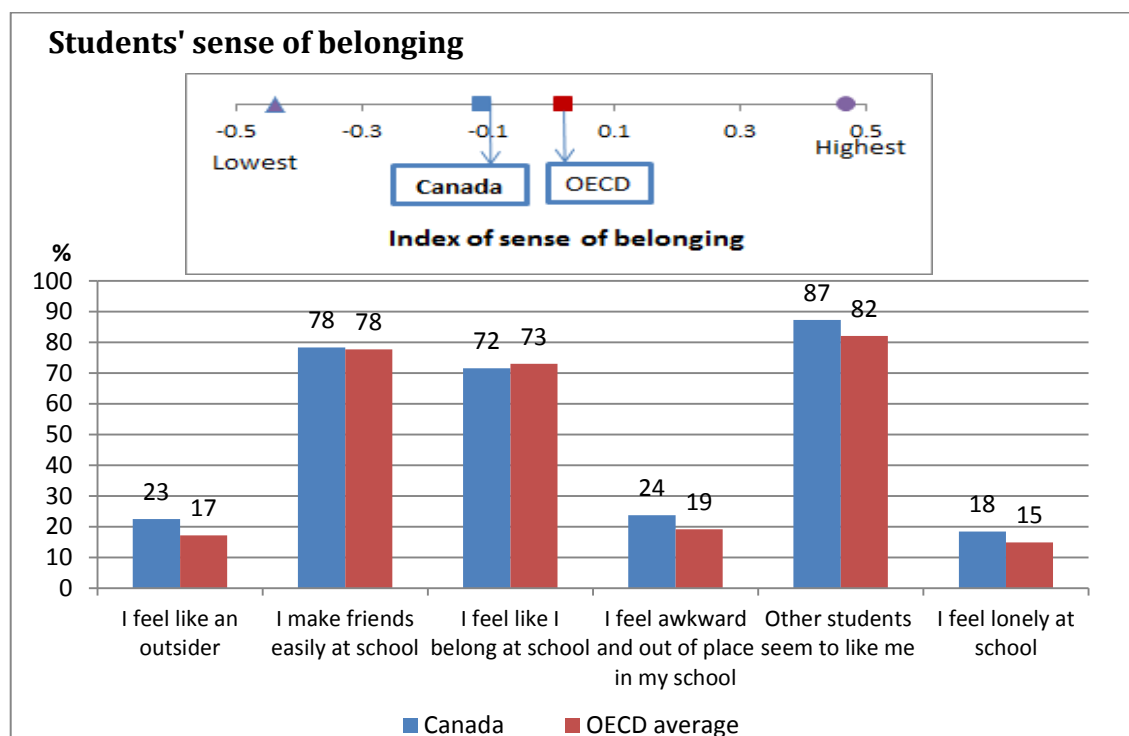
Source: OECD, PISA 2015 Database, Tables III.5.1 and III.4.1.

**Key findings about psychological well-being**

- In Canada, 46% of students reported studying less than 40 hours per week in and outside of school (OECD average: 48%), and 15% of students reported studying more than 60 hours (OECD average: 13%) (Table III.3.7).
- In Canada, students in the top quarter of the index of achievement motivation (i.e. students who want to be the best in their class, want to select among the best opportunities when they graduate, want top grades and are ambitious) score 39 points higher in science than students in the bottom quarter of the index (Table III.5.5a).
- Girls reported moderately higher levels of motivation to achieve in school than boys. The share of girls who reported that they want to be the best student in the class is three percentage points larger than that of boys (OECD average: insignificant difference); and the share of girls who reported that they want top grades in most or all of their courses is five percentage points larger than the share of boys who so reported (OECD average: 3%) (Table III.5.2).
- Advantaged students reported higher motivation to achieve than disadvantaged students. The share of advantaged students who reported that they want to be the best student in the class is 17 percentage points larger than the share of disadvantaged students who so reported (OECD average: 11%); and the share of advantaged students who reported that they want top grades in most or all of their courses is 8 percentage points larger than the share of disadvantaged students who so reported (OECD average: 5%) (Table III.5.2).
- Disadvantaged students are more than half a standard deviation below their advantaged peers on the index of achievement motivation (OECD average: 0.3 standard deviation) (Table III.5.3).
- Low-achieving students in science (in the bottom quarter of science performance) reported higher levels of schoolwork-related anxiety than high-achieving students. About 56% of low-achieving students in science – and 64% of low-achieving girls – reported that they feel very tense when they study (OECD average: 46%). Anxiety is also common among high-achieving students and high-achieving girls in particular. Around 64% of high-achieving girls reported that they feel very anxious even if they are well prepared for a test. Girls who perceive that their parents support them when facing difficulties at school and encourage them to be confident are less likely to feel tense when they study for a test (Tables III.4.3a, III.4.4 and Table III.4.13).
- In schools where students study more than 50 hours a week, on average (both in and outside of school), 9% (OECD average: 4%) more students reported that they feel anxious before a test even if well prepared and 10% (OECD average: 4%) more students reported that they feel very tense when they study for a test compared to students in schools where the average study time is between 35 and 40 hours per week (Table III.4.10).
- Anxiety might arise from the fact that students associate top grades with better career prospects. In Canada, students who reported that they want to select among the best opportunities when they graduate were 22 percentage points more likely than students who did not report so to also report that they feel anxious for a test even if well prepared (OECD average: 13%) (Table III.5.8).
- Some 80% of first-generation immigrant students in Canada expect to earn a university degree (OECD average: 41%), the largest such proportion among all OECD countries.
- The share of girls who expect to earn a university degree is 14 percentage points larger than that of boys (OECD average: 9 percentage points); the share of advantaged students who expect to complete university is 42 percentage points larger than that of disadvantaged students (OECD average: 40 points) (Table III.6.2); and the share of top performers in at least one core PISA subject (those who score at Level 5 or 6) who expect to earn a university degree is 52 percentage points larger than that of low achievers (those who score below Level 2) (OECD average: 50 points) (Table III.6.7).

## Students' social life at school

The **social dimension** of students' well-being refers to the quality of their social lives. It includes students' relationships with their family, their peers and their teachers, and students' feelings about their social life in and outside of school. PISA 2015 measures students' social well-being with questions on students' sense of belonging at school, exposure to bullying, and relationships with teachers.



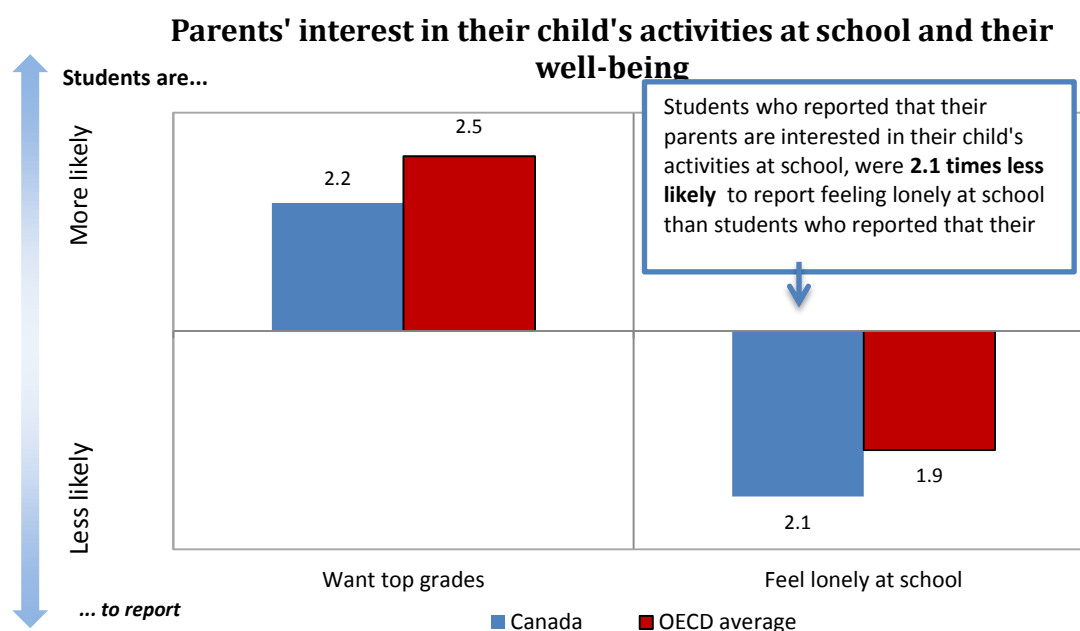
Source: OECD, PISA 2015 Database, Tables III.7.1 and III.8.1.

### ***Key findings about students' social life at school***

- Boys in Canada reported a stronger sense of belonging at school than girls. Advantaged students also reported significantly stronger sense of belonging at school than disadvantaged students. The share of advantaged students who reported that they feel like they belong at school is 15 percentage points larger than the share of disadvantaged students who reported so (OECD average: 8 percentage points) (Table III.7.2).
- Unlike all OECD countries, except Australia, immigrant students in Canada reported a stronger sense of belonging at school than non-immigrant students. Some 70% of non-immigrant students, but 76% of first-generation immigrant students reported feeling like they belong at school (Table III.7.3).
- Compared to previous PISA cycles, in 2015, students in Canada reported a weaker sense of belonging at school. This negative trend is observed in several PISA-participating countries (Tables III.7.4 and III.7.5).
- Around 86% of Canadian students reported that their science teacher shows an interest in and support their learning in most or every lesson (OECD average: 76%). Students who perceive this form of support from their teacher were twice as likely to report that they feel like they belong at school (OECD average: 1.8 times) (Table III.7.19).
- The share of boys who reported that they are victims of bullying at least a few times a month is around 2 percentage points larger than that of girls (OECD average difference: 2.5 points). While far more boys than girls reported getting hit or pushed around by other students, more girls than boys reported that other students spread nasty rumours about them (Table III.8.2).
- The share of disadvantaged students who reported being a victim of bullying at least a few times a month is 6 percentage points larger than the share of advantaged students who so reported (OECD average: 2%) (Table III.8.2).
- Unlike in the majority of OECD countries, in Canada, a larger share of native-born students than first-generation immigrant students (a difference of 4 percentage points) reported that they are victims of some type of bullying at least a few times a month (OECD average difference: the share of immigrant students who so reported is 3 percentage points larger than the share of non-immigrant students who so reported) (Table III.8.3).
- Students who repeated a grade were more likely than students who had not repeated a grade to report being frequently bullied (students in the top 10% of the index of exposure to bullying) (Table III.8.14). Almost 50% of the students who are frequently bullied and 18% of the students who are not frequently bullied reported feeling like outsiders at school (Table III.8.15).
- Frequent exposure to any type of bullying is 16 percentage points more likely among students who do not feel that their parents help them with difficulties at school than among students who perceive this type of parental support (OECD average: 14 percentage points) (Table III.8.18).

### **Parents and the home environment**

Families are the first social unit in which children learn and develop. Good parenting can take different forms and is shaped by various social and cultural influences, but it invariably involves providing their children with the support, care, love, guidance and protection that set the conditions for healthy physical, mental and social development. PISA collects data from students on their perception of parental support, and from parents on activities they do with their children or in their children's schools. PISA data also provide information on families' wealth and other characteristics of the home environment that might affect students' cognitive and socio-emotional development.



Source: OECD, PISA 2015 Database, Figure III.9.7 and Table III.9.24.

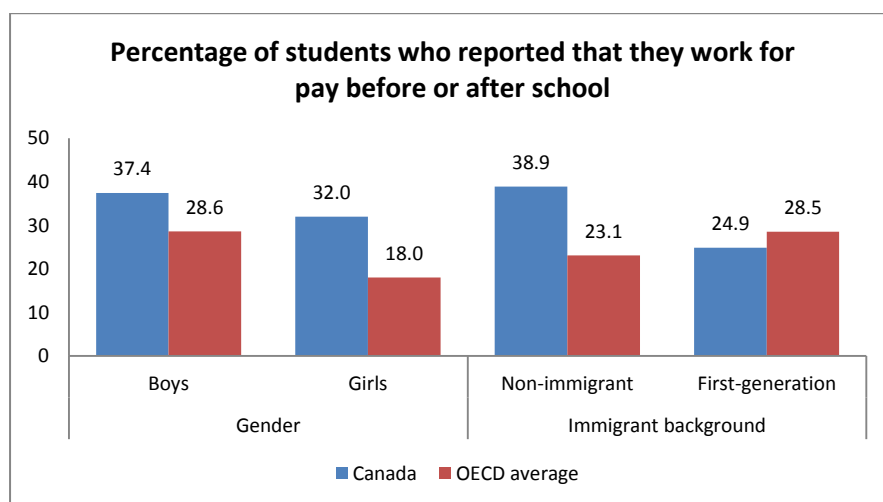
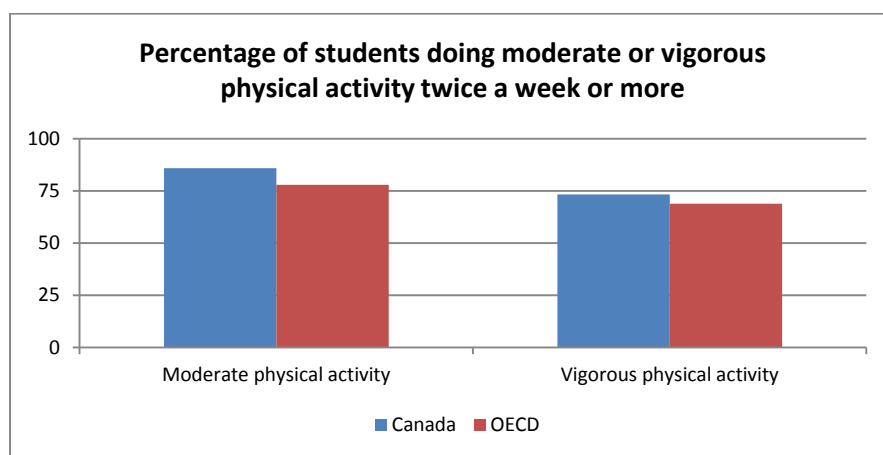
### ***Key findings about parents and the home environment***

- A slightly larger share of girls than boys reported that they talk to their parents after school (Table III.9.17).
- Socio-economically advantaged students were more likely than disadvantaged students to report receiving emotional support from their parents. The share of advantaged students who reported that their parents are interested in their school activities and that their parents support them when facing difficulties at school is around 8 percentage points larger than the share of disadvantaged students who so reported (OECD average: 5 and 6 percentage points for each type of parental involvement, respectively) (Table III.9.19).
- The 6% of students who reported that their parents are not interested in their school activities score around 39 points lower in science than other students (OECD average: 28 points lower) (Table III.9.22).
- The difference in science scores associated with parental interest in school activities is greater for boys than it is for girls. Boys in the bottom quarter of science performance who reported that their parents are not interested in their school activities score 63 points lower in science than boys who reported otherwise, while this difference is 34 points among girls (OECD average: 40 score-point difference among boys, and 27 score-point difference among girls) (Table III.9.21).
- Students who reported that their parents are interested in their school activities are less likely than students who do not perceive that their parents are interested to feel lonely at school and more likely to want top grades in most or all of their courses (Table III.9.24).
- Students from more wealthy families (in the top quarter of a wealth index based on household possessions) score 11 points higher in science than students from less wealthy families (in the bottom quarter) (OECD average: 26 score-point difference) (Table III.10.7).
- Students whose parents have white-collar occupations (71%) score 52 points higher in science than students whose parents are blue-collar workers (11%) (OECD average: 66 score-point difference) (Table III.10.13).
- In Canada, as in other OECD countries, expecting a managerial occupation and expecting to complete a university degree are, respectively, 18 percentage points and 27 percentage points more likely among children of white-collar workers than among children of blue-collar workers (OECD average: 21 and 25 percentage points higher, respectively) (Table III.10.15).

- Becoming a medical doctor is the most popular career aspiration among Canadian girls (15% of girls expect to work as a medical doctor when they are about 30 years old). Around 13% of boys expect to become an engineer (Table III.10.17).

## Students' use of their time and living habits outside of school

Students' well-being is reinforced by the adoption of a healthy lifestyle and by the quality of leisure time. PISA 2015 data for Canada provide information on how much physical activity students engage in, and on whether they eat regularly.



Source: OECD, PISA 2015 Database, Tables III.11.9 and III.12.7.

### *Key findings about students' use of time outside of school*

- The share of advantaged students (those in the top quarter of the PISA index of economic, social and cultural status) who reported that they exercise or practice sports after school is 15 percentage points larger than the share of disadvantaged students (those in the bottom quarter of that index) who so reported (OECD average: 9 percentage points). The share of boys who reported so is about 8 percentage points larger than the share of girls who did (OECD average: 12 percentage points), and the share of non-immigrant students who so reported is 3 percentage points larger than the share of first-generation immigrant students who reported that they exercise or practice sports after school (OECD average: insignificant difference) (Table III.11.7b).



- About 4% of boys (OECD average: 6%) and 5% of girls (OECD average: 7%) reported that they do not engage in any physical activity outside of school. The share of disadvantaged students who reported that they do not engage in any physical activity outside of school is 6 percentage points larger than they share of advantaged students who so reported (OECD average: 4 percentage points) (Table III.11.10).
- Students who do not engage in any physical activity are 13 percentage points more likely to feel like an outsider at school and 5 percentage points more likely to have skipped school more than 3 or 4 times in the two weeks prior to the PISA test than students who do engage in moderate or vigorous physical activity (OECD averages: 7 and 3 percentage points, respectively) (Table III.11.18).
- In Canada, 29% of girls (OECD average: 26%) and 20% of boys (OECD average: 18%) reported that they skip breakfast before school. The share of advantaged students (those in the top quarter of the PISA index of economic, social and cultural status) who reported that they eat breakfast before school is 12 percentage points larger than the share of disadvantaged students (those in the bottom quarter of that index) who so reported (Table III.11.22).
- Having a part-time job is more common among students in Canada than on average across OECD countries. About 37% of boys and 32% of girls work for pay before or after school (OECD average: 29% of boys and 18% of girls) (Table III.12.7).
- Among OECD countries, Canada has the highest percentage (39%) of non-immigrant students who work for pay before or after school (OECD average: 23%). Unlike in most OECD countries, in Canada, the share of non-immigrant students who work for pay is 14 percentage points larger than that of first-generation immigrant students (OECD average: the share of non-immigrant students who work for pay is 3 percentage points smaller than that of immigrant students ) (Table III.12.7).
- Students who work for pay are no more likely to report that they feel like outsiders at school compared to those who do not work for pay. However, students who work for pay were more likely to have arrived late for school and skipped school at least 3 to 4 days in the two weeks prior to the PISA test for pay (Table III.12.10).
- Around 75% of students reported using online chat and social networks before school; 90% reported doing so after school (OECD average: 77% and 91%, respectively) (Table III.13.10). The share of girls who reported using online chat and social network before school is 8 percentage points larger than the share of boys (OECD average: 4 percentage points) (Table III.13.11).



### What is PISA?

The Programme for International Student Assessment (PISA) is an ongoing triennial survey that assesses the extent to which 15-year-old students near the end of compulsory education have acquired key knowledge and skills that are essential for full participation in modern societies. The assessment does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know.

PISA offers insights for education policy and practice, and helps monitor trends in students' acquisition of knowledge and skills across countries and in different demographic subgroups within each country. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere.

### Key features of PISA 2015

- The PISA 2015 survey focused on science, with reading, mathematics and collaborative problem solving as minor areas of assessment. For the first time, PISA 2015 delivered the assessment of all subjects via computer. Paper-based assessments were provided for countries that chose not to test their students by computer, but the paper-based assessment was limited to questions that could measure trends in science, reading and mathematics performance.

### The students

- Around 540 000 students completed the assessment in 2015, representing about 29 million 15-year-olds in the schools of the 72 participating countries and economies.

### The assessment

- Computer-based tests were used, with assessments lasting a total of two hours for each student.
- Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses. The items were organised in groups based on a passage setting out a real-life situation. About 810 minutes of test items were covered, with different students taking different combinations of test items.
- Students also answered a background questionnaire, which took 35 minutes to complete. The questionnaire sought information about the students themselves, their homes, and their school and learning experiences. School principals completed a questionnaire that covered the school system and the learning environment. For additional information, some countries/economies decided to distribute a questionnaire to teachers. It was the first time that this optional teacher questionnaire was offered to PISA-participating countries/economies. In some countries/economies, optional questionnaires were distributed to parents, who were asked to provide information on their perceptions of and involvement in their child's school, their support for learning in the home, and their child's career expectations, particularly in science. Countries could choose two other optional questionnaires for students: one asked students about their familiarity with and use of information and communication technologies (ICT); and the second sought information about students' education to date, including any interruptions in their schooling, and whether and how they are preparing for a future career.

Map of PISA countries and economies



■ OECD countries	■ Partner countries and economies in PISA 2015	■ Partner countries and economies in previous cycles
Australia	Albania	Azerbaijan
Austria	Algeria	Himachal Pradesh-India
Belgium	Argentina	Kyrgyzstan
Canada	Brazil	Liechtenstein
Chile	B-S-J-G (China)*	Mauritius
Czech Republic	Bulgaria	Miranda-Venezuela
Denmark	Colombia	Panama
Estonia	Costa Rica	Serbia
Finland	Croatia	Tamil Nadu-India
France	Cyprus <sup>1</sup>	
Germany	Dominican Republic	
Greece	Former Yugoslav Republic of Macedonia	
Hungary	Georgia	
Iceland	Hong Kong (China)	
Ireland	Indonesia	
Israel	Jordan	
Italy	Kazakhstan	
Japan	Kosovo	
	Lebanon	
	Lithuania	
	Macao (China)	
	Malaysia	
	Malta	
	Moldova	
	Montenegro	
	Peru	
	Qatar	
	Romania	
	Russian Federation	
	Singapore	
	Chinese Taipei	
	Thailand	
	Trinidad and Tobago	
	Tunisia	
	United Arab Emirates	
	Uruguay	
	Viet Nam	

\* B-S-J-G (China) refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangsu, Guangdong.

1. Note by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

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This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

**Note regarding data from Israel**

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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For more information on the Programme for International Student Assessment and to access the full set of PISA 2015 results, visit:

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