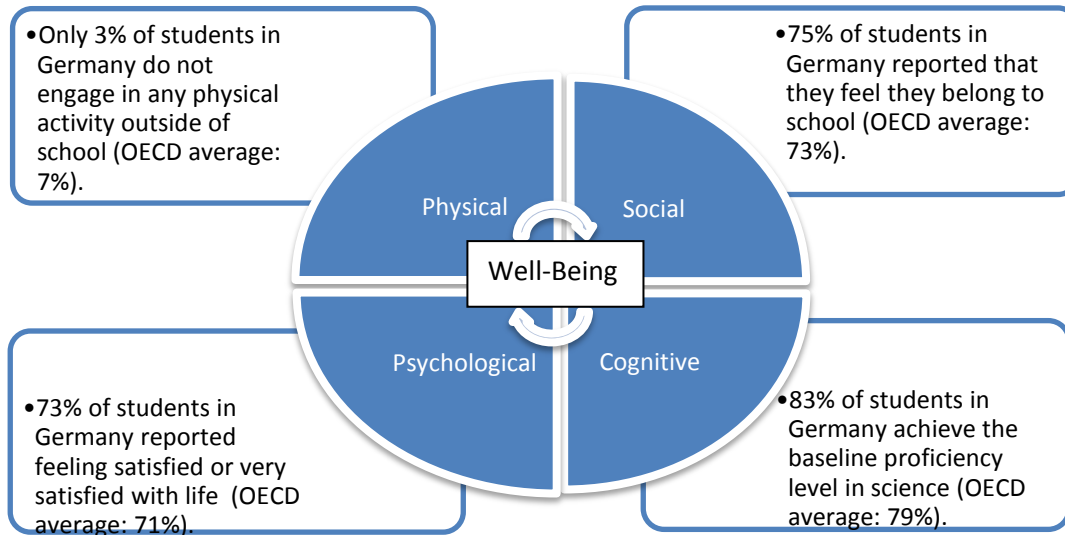


PROGRAMME FOR INTERNATIONAL
STUDENT ASSESSMENT (PISA)
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

Germany

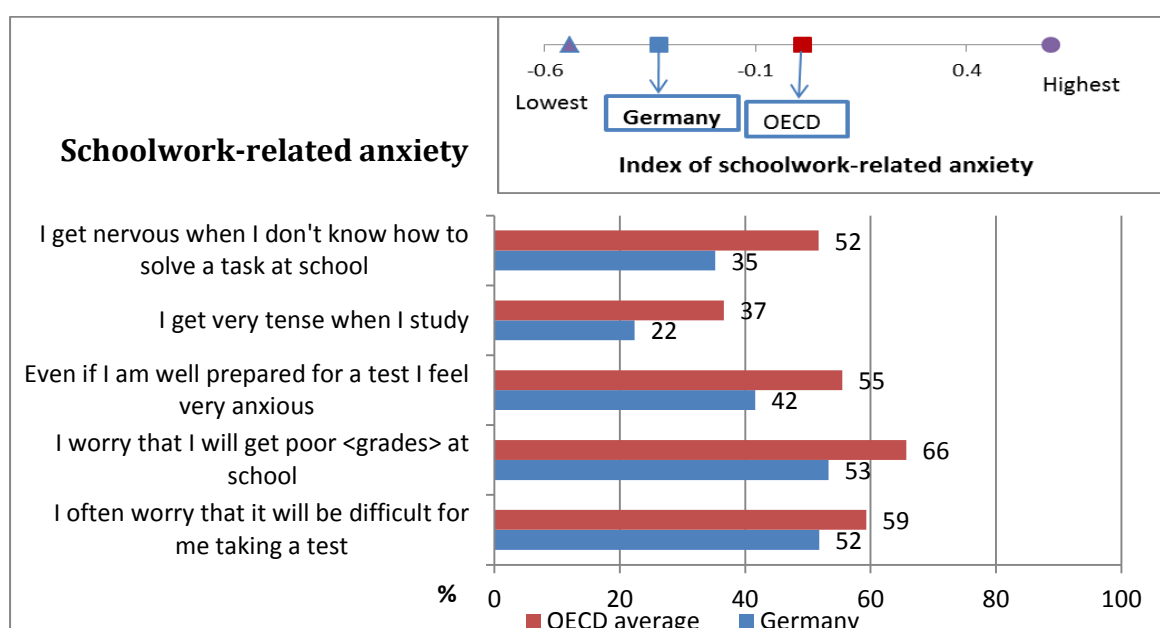
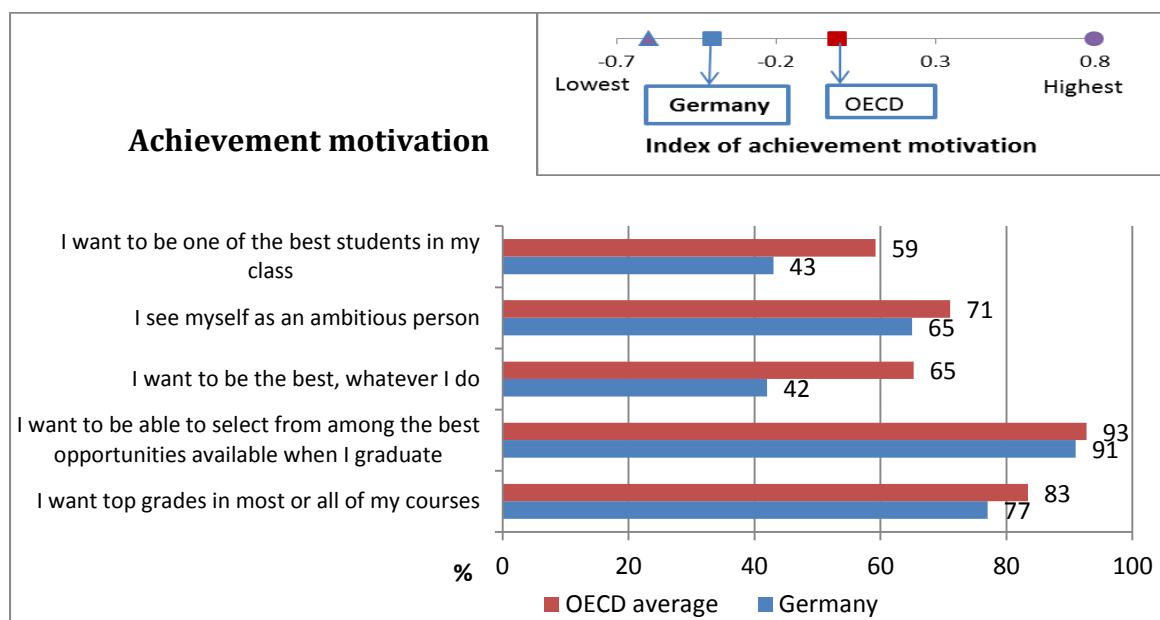


KEY RESULTS

- On average, 15-year-old students in Germany reported a level of 7.4 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2).
- German students expressed lower levels of schoolwork-related anxiety than the OECD average: 22% get very tense when they study (OECD average: 37%); 42% feel anxious even when well-prepared for a test (OECD average: 55%) (Table III.4.1).
- Among German students, girls reported higher levels of schoolwork-related anxiety than boys; and low-achieving students higher anxiety than high-achieving students. 67% of low-achieving girls (those in the bottom quarter of science performance), and 44% of low-achieving boys reported that they feel very anxious even if they are well prepared for a test. 37% of high-achieving girls, but only 18% of high-achieving boys, reported that they feel very anxious even if they are well prepared for a test (Tables III.4.3a and III.4.4).
- Students in Germany who perceive that their science teachers adapt the lesson to the class's needs or provide individual help to students who struggle are less likely to feel tense when they study for a test (Table III.4.11). Girls are also less likely to feel tense when they study for a test if they perceive that their parents support their educational efforts and achievements (Table III.4.13).
- 75% of students in Germany reported that they feel like they belong to school (OECD average: 73%) (Table III.7.1). Students from disadvantaged socio-economic backgrounds in Germany reported a lower sense of belonging at school than their most advantaged peers (Table III.7.6).
- On average, 16% of students in Germany reported that they are victims of one act of bullying at least a few times a month (OECD average: 19%). 9% of students reported that others made fun of them at least a few times a month (OECD average: 11%) (Table III.8.1). In Germany, bullying is more frequent in disadvantaged schools, similar to the average across OECD countries (Table III.8.6).
- 97% of German students engage in some physical activities outside of school, a higher percentage than on average across OECD countries (OECD average: 93%) (Table III.11.10).
- 93% of students in Germany reported having used the Internet, chat or online social networks, before or after school, on the most recent day they attended school, similar to the OECD average (Table III.13.10). 41% of students agreed or strongly agreed that they feel really bad when they can't connect to the Internet (OECD average: 54%) (Table III.13.15).

Students' life satisfaction and 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.



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

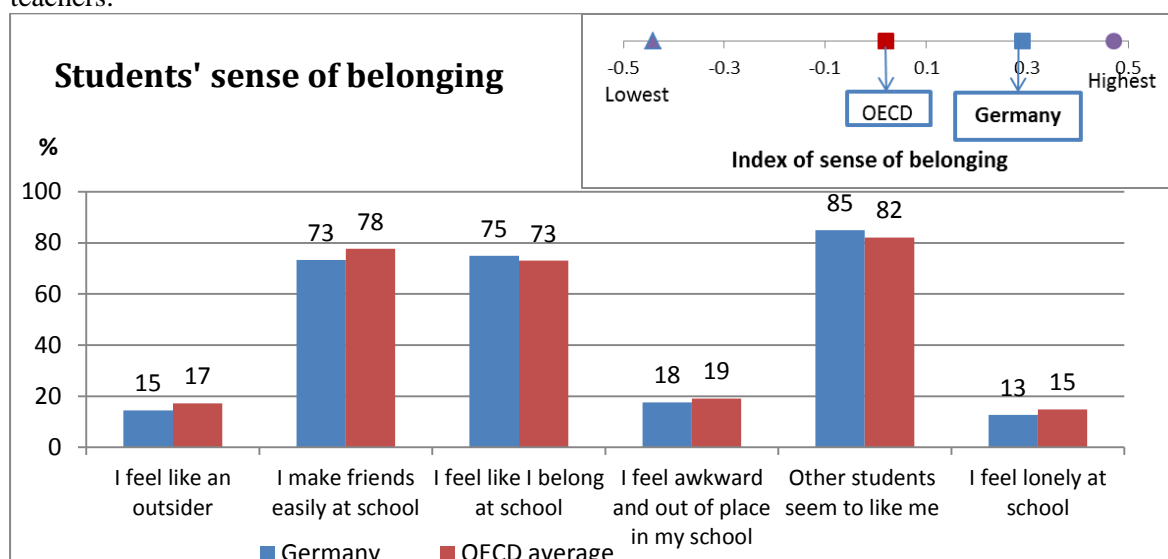
Key findings about students' life satisfaction and psychological well-being

- As in the majority of countries, boys in Germany reported higher life satisfaction than girls (0.8 point higher).
- Students in the top decile of science performance reported higher life satisfaction (0.5 point higher) than students in the bottom decile (OECD average: 0.2) (Table III.3.3a).

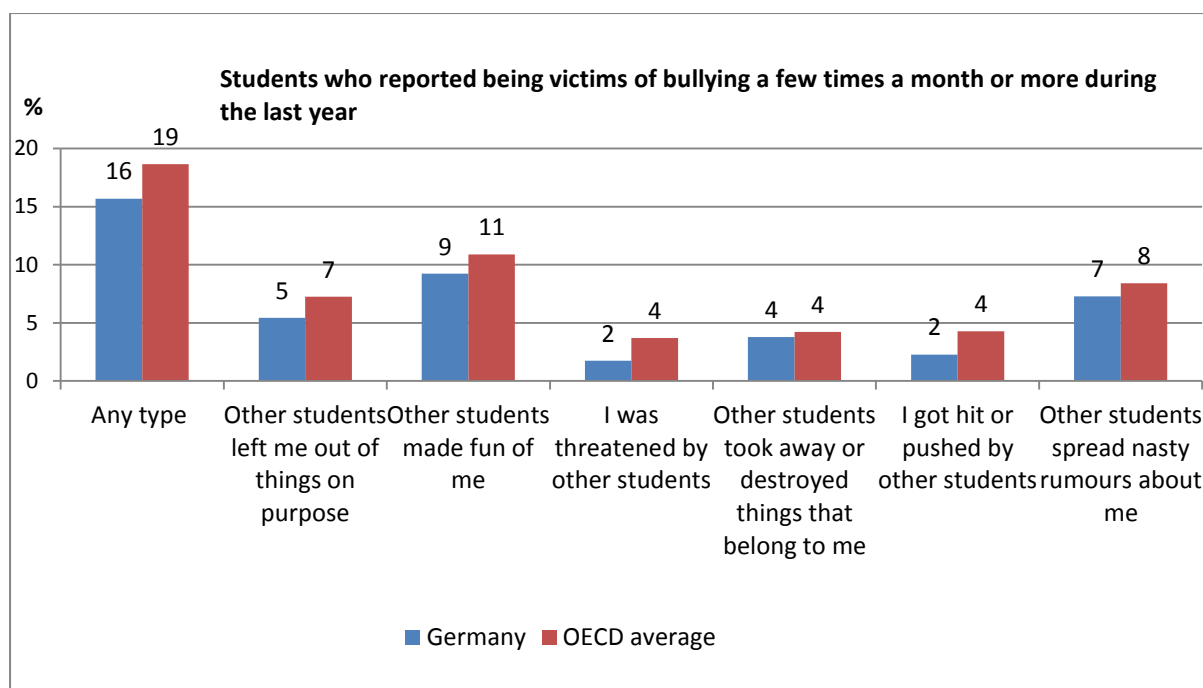
- In Germany, only 4% of students reported studying more than 60 hours in and outside of school (OECD average: 13%) (Table III.3.7).
- A significantly higher share of boys than girls in Germany reported that they want to be the best, whatever they do (difference of 12 percentage points, OECD average: 6 points). 69% of advantaged students, but only 60% of disadvantaged students, see themselves as ambitious (Table III.5.2).
- Students in the top quarter of the achievement motivation index (i.e. students who want to be the best in their class, want top grades, want to select from the best opportunities when they graduate and are ambitious) score 23 points higher in science than students in the bottom quarter of the index (Table III.5.5a).
- Only 18% of German students expect to complete university level tertiary education, compared to 44% on average across the OECD (Table III.6.1). Advantaged students (students in the top quarter of the index of socio-economic status) are 31 percentage points more likely to expect to complete university than disadvantaged students (OECD average: 40 percentage points) (Table III.6.2).

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, Table III.7.1.



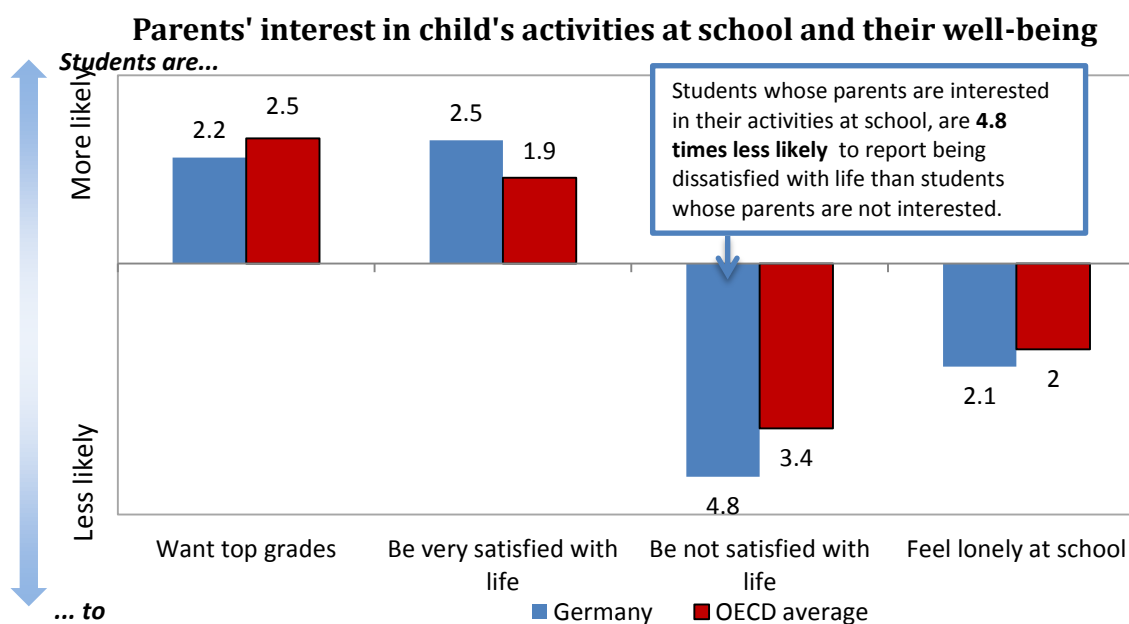
Source: OECD, PISA 2015 Database, Table III.8.1.

Key findings about students' social life at school

- Students in Germany reported a higher sense of belonging at school than the OECD average (Table III.7.6). Compared to previous PISA cycles, however, a higher share of students in Germany reported that they feel like an outsider in 2015. This negative trend in sense of belonging is common among several PISA participating countries (Tables III.7.4 and III.7.5).
- In Germany, students with a high sense of belonging at school (in the top quarter of the index) are more satisfied with their life (by 1.7 points on a scale from 0 to 10) than students with low sense of belonging (OECD average: 1.8 points) (Table III.7.11).
- 59% of German students reported that their science teacher shows an interest in and supports their learning in most or every lesson (OECD average: 77%) (Table III.7.19). Students who perceived this form of support from their teacher reported higher life satisfaction than students who did not (Table III.7.18).
- Boys are 2 percentage points more likely than girls to report that they are victims of a bullying act at least a few times a month (OECD average difference: 2.5 percentage points). However, girls are more likely to report that other students spread nasty rumours about them (8% of girls and 6% of boys so reported) (Table III.8.2).
- At the school level, a high incidence of bullying may indicate a social climate among students that is not conducive to learning. In Germany, students in schools with a high incidence of bullying (where more than 10% of the students are frequently bullied) score 27 points lower in science on average compared to schools with a low incidence of bullying (where less than 5% of students are frequently bullied), after accounting for differences in the socio-economic composition of schools (Table III.8.10).
- At the individual level, victims of bullying acts reported lower life satisfaction and a lower sense of belonging at school. One in three students who reported being frequently bullied, and 10% of the students who are not frequently bullied, reported that they are not satisfied with their life. In Germany, 43% of the students who are frequently bullied, and only 13% of the students who are not frequently bullied, reported feeling like outsiders at school (Table III.8.15).
- In Germany, about 41% of the parents of children who are frequently bullied, and 28% of the parents of children who are not frequently bullied, reported having exchanged ideas on parenting with their children's teachers (Table III.8.19).

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 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.

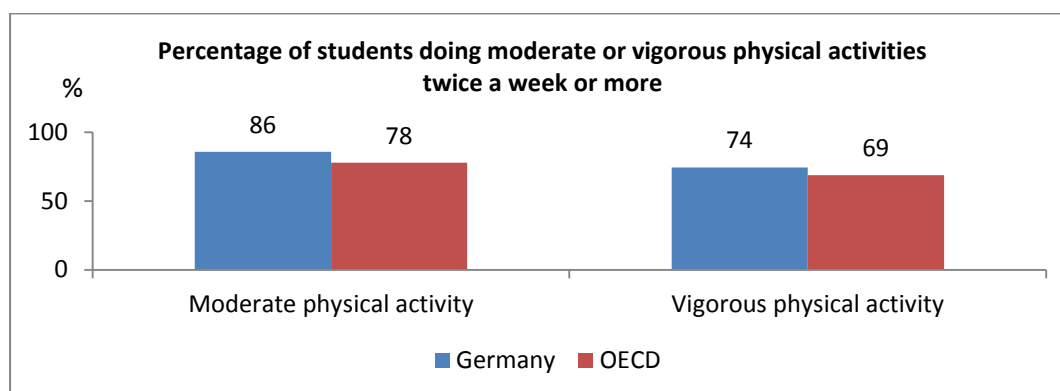
Key findings about parents and the home environment

- Students in Germany perceive a high level of parental support: 96% of students reported that their parents are interested in their school activities (OECD average: 94%) and 91% reported that their parents support them when facing difficulties at school (OECD average: 91%) (Table III.9.18).
- Germany is one of 18 countries and economies that also distributed a questionnaire to parents and guardians of 15-year-old students participating in PISA. While 93% of students have parents who reported spending time just talking with their children every day or almost every day (compared to an international average of 70%), a relatively low share of parents in Germany (31%; OECD average: 52%) reported talking about school with their children every day or almost every day. 83% of parents reported eating the main meal with their children around the table every day or almost every day. (Table III.9.1).
- Parents in Germany frequently discuss with teachers about their child's development: 64% of parents reported discussing their child's behaviour with a teacher, and 54% their child's progress, on their own initiative and during the last school year (International average: 56% and 55%) (Table III.9.1).
- A significant percentage of parents of first-generation immigrant students (37%, International average: 21%), and of second-generation immigrant students (13%, International average: 17%) reported that their participation in school activities was hindered by insufficient language skills. About 44% of parents of disadvantaged students, and only 28% of parents of advantaged students, reported that their participation in their child's school activities was hindered by inconvenient meeting times (Tables III.9.25 and III.9.27).

- Students who perceive that their parents are interested in their school activities are 2.6 times more likely to report that they are very satisfied with their life than students who perceive low levels of parental interest (Table III.9.24).
- When asked about the job that they expect to have at age 30, 9% of 15-year-old boys reported expecting to work as machinery mechanics and repairers while 7% of girls expect to work as social scientists or social and religious professionals, making these the most popular career expectations for boys and girls; an even higher percentage (10% of boys and 9% of girls) however responded that they do not know what to expect (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 provides information on how much physical activity students engage in, on whether they eat regularly, and on how many hours they spend using the Internet.



Source: OECD, PISA 2015 Database, Tables III.13.7 and III.11.9.

Key findings about students' use of time outside of school

- 3% of students (OECD average: 7%) do not engage in any physical activities outside of school. Students who engage in at least 3 days of moderate physical activity per week reported higher life satisfaction levels than students who do not engage in any moderate physical activities. Disadvantaged students are more likely than advantaged students (by 3 percentage points) to not engage in any physical activity outside of school (Table III.11.10 and Table III.11.16).
- In Germany, 32% of girls (OECD average: 26%) and 25% of boys (OECD average: 18%) reported that they do not eat breakfast before school (Table III.11.22). Students who skip breakfast reported significantly lower life satisfaction (0.8 point less on a scale from 0 to 10) than students who regularly eat breakfast, possibly suggesting a link between regular eating habits (and healthy feelings about eating) and adolescents' psychological well-being (Table III.11.27).
- 79% of boys and 84% of girls in Germany reported helping out around the house before or after school (OECD average: boys, 70%; girls, 75%) (Table III.12.2).
- Having part-time jobs is less common among students in Germany than on average across OECD countries. About 22% of boys and 14% of girls reported working for pay before or after school (OECD average: 29% of boys and 18% of girls) (Table III.12.7).
- 91% of boys and 93% of girls in Germany reported having used the Internet, chat or online social networks after school, on the most recent day they attended school, a similar percentage to the OECD average across OECD countries (Table III.13.11). 58% of boys, but only 10% of girls, reported playing online games daily or almost every day (Table III.13.13).

What is PISA?

The Programme for International Student Assessment (PISA) is an ongoing triennial survey that assesses the extent to which 15-year-olds 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.

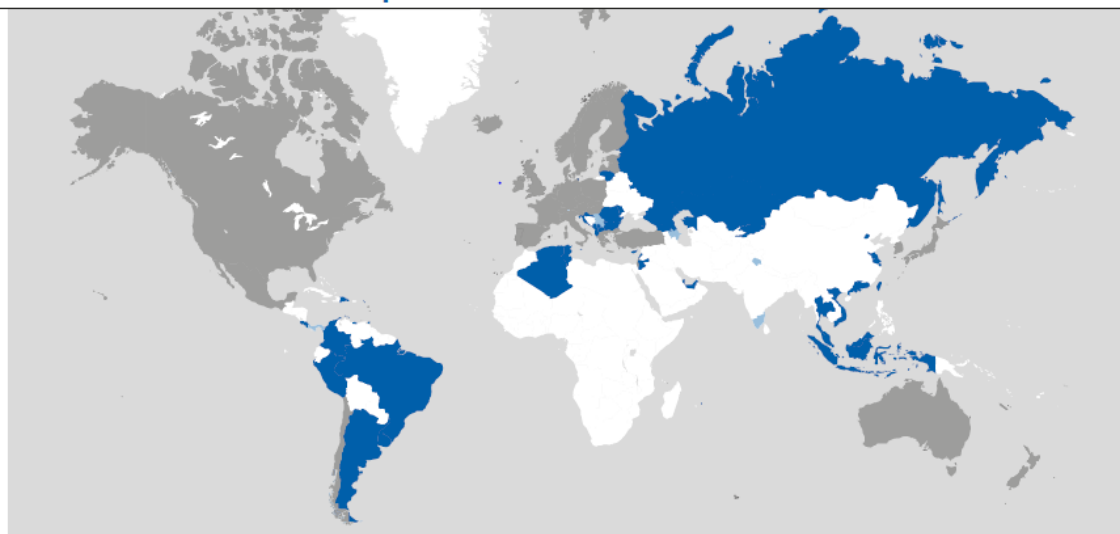
The students

- 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 ¹	
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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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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