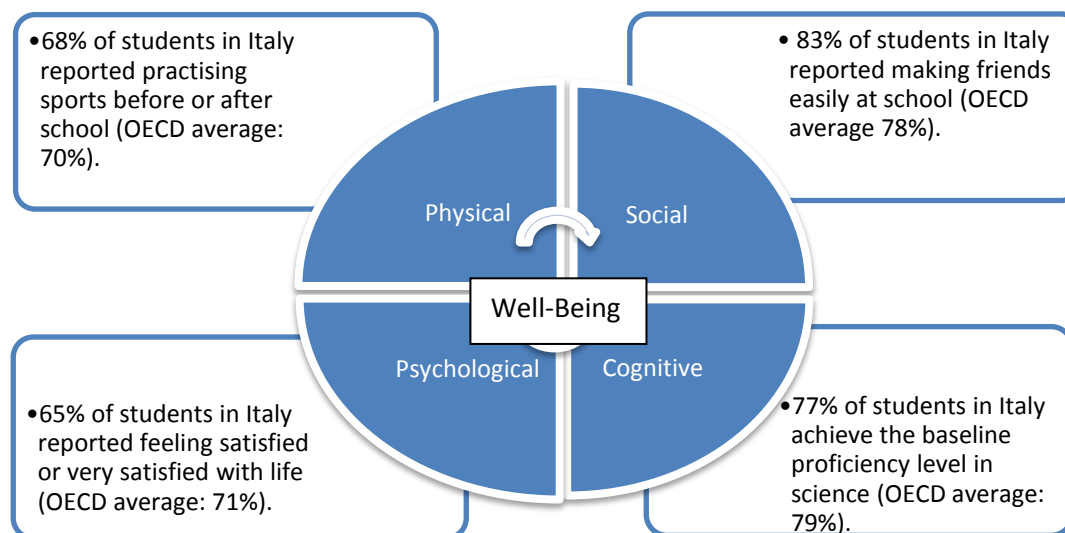


PROGRAMME FOR INTERNATIONAL
STUDENT ASSESSMENT (PISA)
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

Italy

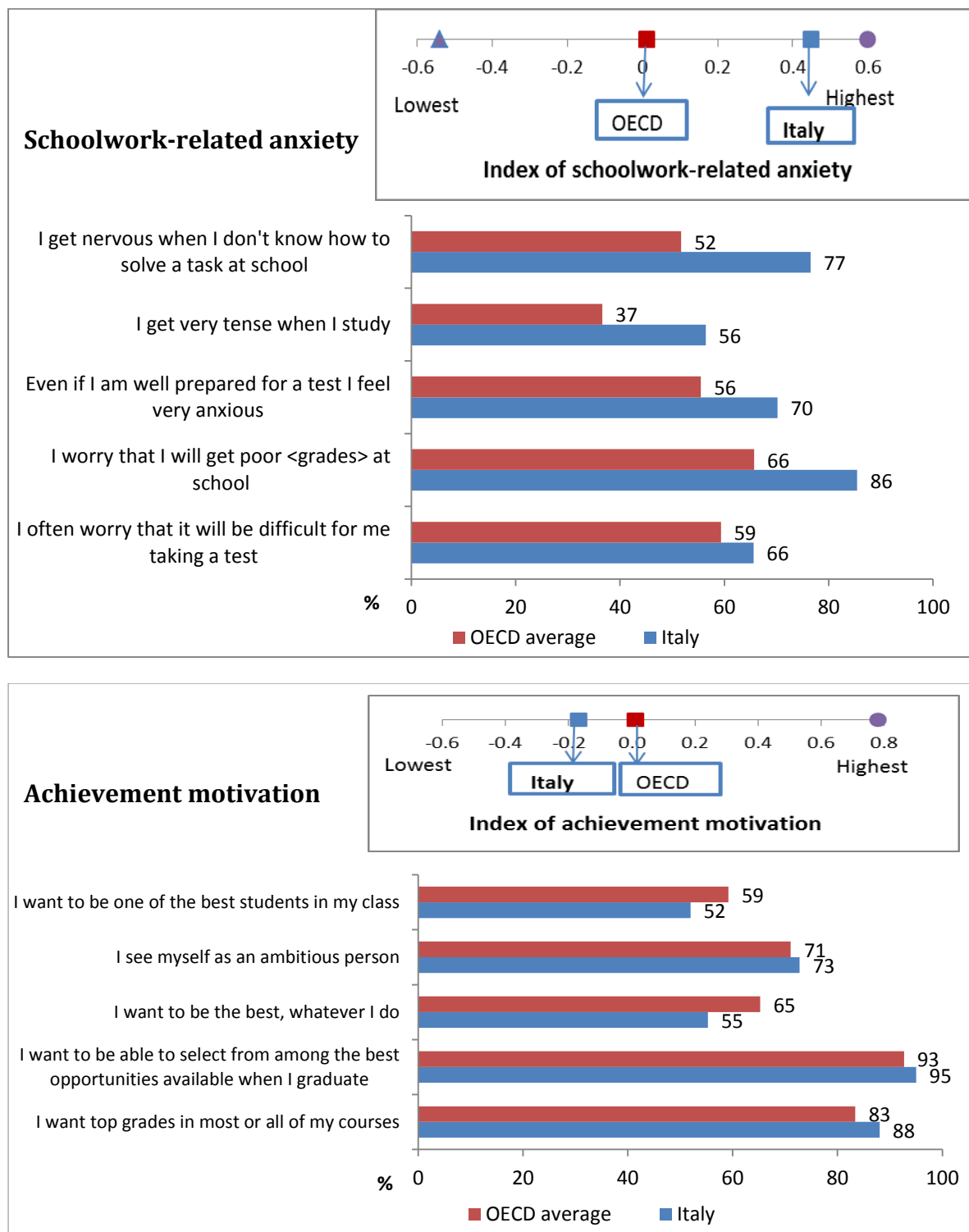


KEY RESULTS

- On average, 15-year-old students in Italy reported a level of 6.9 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2). 15% of students reported a life satisfaction level of 4 or below (OECD average: 12%) (Table III.3.8). In Italy, schools where students have high levels of life satisfaction are characterised by a good disciplinary climate and strong students' perceptions of learning support from teachers (Table III.3.11).
- Italian students expressed higher levels of schoolwork-related anxiety than the OECD average. 56% get very tense when they study (OECD average: 37%); 70% feel anxious even when well-prepared for a test (OECD average: 56%) (Table III.4.1). Schoolwork-related anxiety is one of the main predictors of low life satisfaction among students, and, in Italy, anxiety is more frequent in schools where students study more than 50 hours a week (in and out of school) (Table III.4.10).
- Students in Italy reported a sense of belonging at school close to the OECD average (Table III.7.1). However, first-generation immigrant students in Italy reported a lower level of sense of belonging than non-immigrant students. 63% of first-generation immigrant students reported they feel like they belong to school compared with 68% of non-immigrant students on average. The share of students reporting that other students seem to like them is smaller among second-generation immigrant students as well (only 71% of second generation students compared with 83% on average across the OECD countries) (Table III.7.3).
- Students in Italy perceive a high level of parental support: 96% of students reported that their parents are interested in their school activities (OECD average: 93%) and 87% reported that their parents support them when facing difficulties at school (OECD average: 91%) (Table III.9.18).
- 23% of Italian students reported using the Internet for more than 6 hours outside of school during a typical weekday (they are "extreme Internet users"). On average, students in Italy use the Internet for 165 minutes per day on a typical weekday and 169 minutes on a typical weekend (OECD average: 146 and 184 minutes respectively) (Tables III.13.7 and III.13.8). About 47% of Italian students reported "feeling really bad" if no Internet connection is possible (OECD average: 54%) (Table III.13.15). Extreme Internet users in Italy, as in other countries, perform worse at school, are more likely to skip or arrive late at school, and are less likely to expect to complete university (Tables III.13.24a, III.13.23, III.13.21 and III.13.20a).

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.



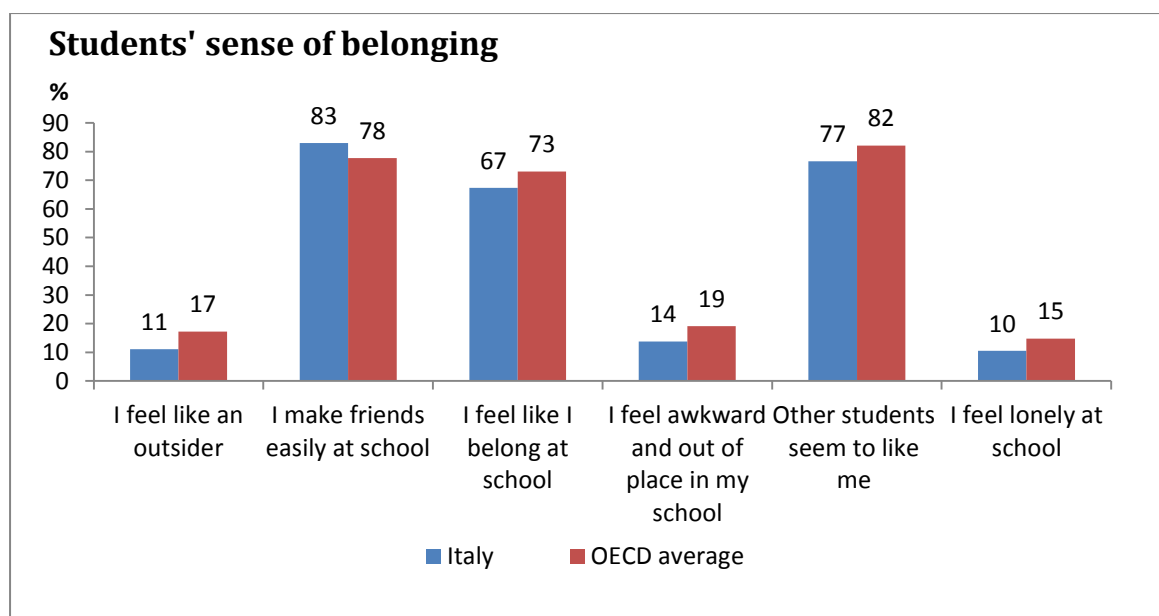
Source: OECD, PISA 2015 Database, Tables III.5.1 and III.4.1.

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

- As in the majority of countries, boys in Italy reported a higher life satisfaction than girls (0.8 point higher; OECD average: 0.6 point). Students in the top quarter of the PISA index of economic, social and cultural status reported a higher life satisfaction than students in the bottom quarter (0.4 point higher, OECD average: 0.4) (Table III.3.2). Science performance however is not related to the level of life satisfaction reported by students: the highest-performing 10% and the lowest-performing 10% of students reported, on average, similar levels of life satisfaction (Table III.3.3a).
- In Italy, a larger proportion of 15-year-old students reported studying more than 60 hours per week in and out of school (21%) than on average across OECD countries (13%) (Table III.3.7). 57% of students in Italy reported they attend additional instruction in science, and 68% in mathematics (Table III.3.9).
- Some 52% of students in Italy reported that they want to be among the best students in their class (OECD average: 59%). But 95% of students in Italy are motivated to make efforts at school to be able to select from the best opportunities when they graduate (OECD average: 93%) (Table III.5.1). High achievement motivation tends to be related to better results at school, however it can also lead to anxiety if it is not intrinsic but driven by external pressures (Tables III.5.5a and III.5.8).
- Significantly higher share of boys than girls in Italy reported that they want to be the best in whatever they do (difference of 11 percentage points, OECD average: 6 points) (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 12 points higher in science than students in the bottom quarter of the index (Table III.5.5a).
- Girls reported higher levels of schoolwork-related anxiety than boys (Table III.4.2). About 64% of low-achieving students in science (in the bottom quarter of science performance) – and 74% of low-achieving girls – reported that they feel very tense when they study (OECD average: 52%). Anxiety is also common among high-achieving students and high-achieving girls in particular. Around 88% of high-achieving girls reported that they worry about grades (OECD average: 65%) (Tables III.4.3a and III.4.4).
- More than one in three Italian students expects to complete university education (38%). This is lower than the OECD average (44%) (Table III.6.1). Girls are 10 percentage points more likely to expect to finish a university degree than boys (OECD average: 9 percentage points). (Table III.6.2). A majority (52%) of students with a university educated father expect to complete university; but less than 27% of students whose father only completed lower secondary education have this expectation of further education (Table III.6.9b).

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.



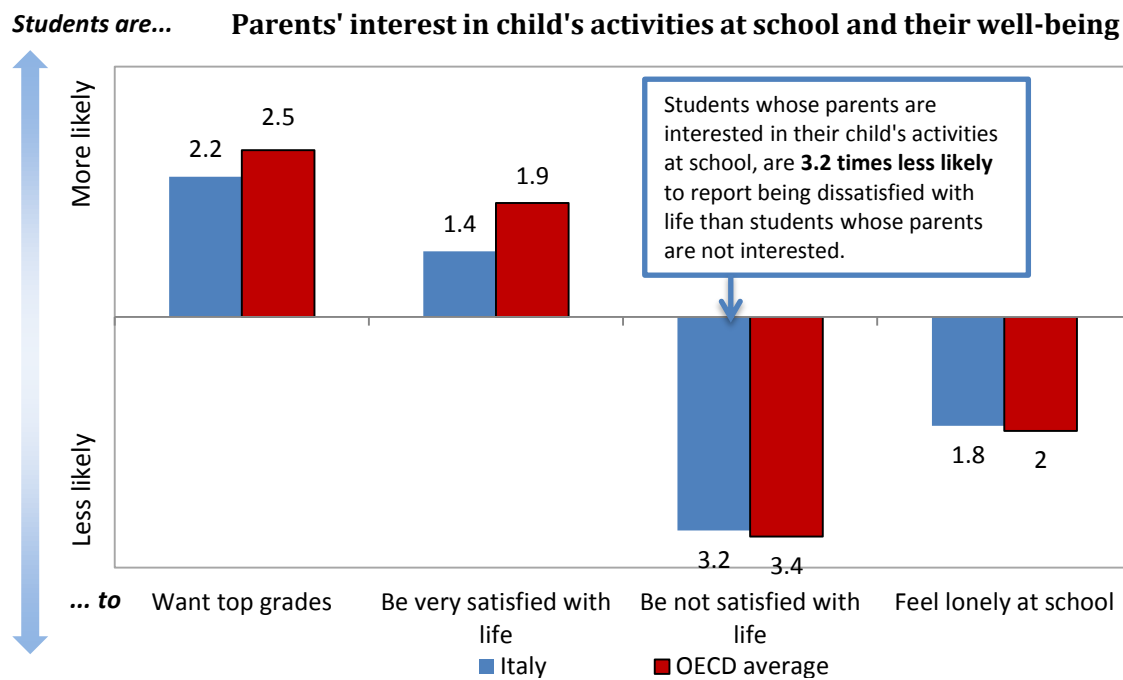
Source: OECD, PISA 2015 Database, Table III.7.1

Key findings about students' social life at school

- Students in Italy reported a similar sense of belonging relative to the OECD average (Table III.7.6). A larger share of Italian boys reported that they make friends easily and feel that other seems to like them than girls did. On the other hand, girls were more likely to report that they feel that they belong at school and less likely to report that they feel out of place in school than boys did (Table III.7.2).
- Compared to previous PISA cycles, a higher percentage of students in Italy reported 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 Italy, students with a strong 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 a low sense of belonging (OECD average: 1.8 points) (Table III.7.11).
- Around 76% of Italian students reported that their science teacher shows an interest in every students' learning in most or every lesson, similar to the OECD average (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).

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.



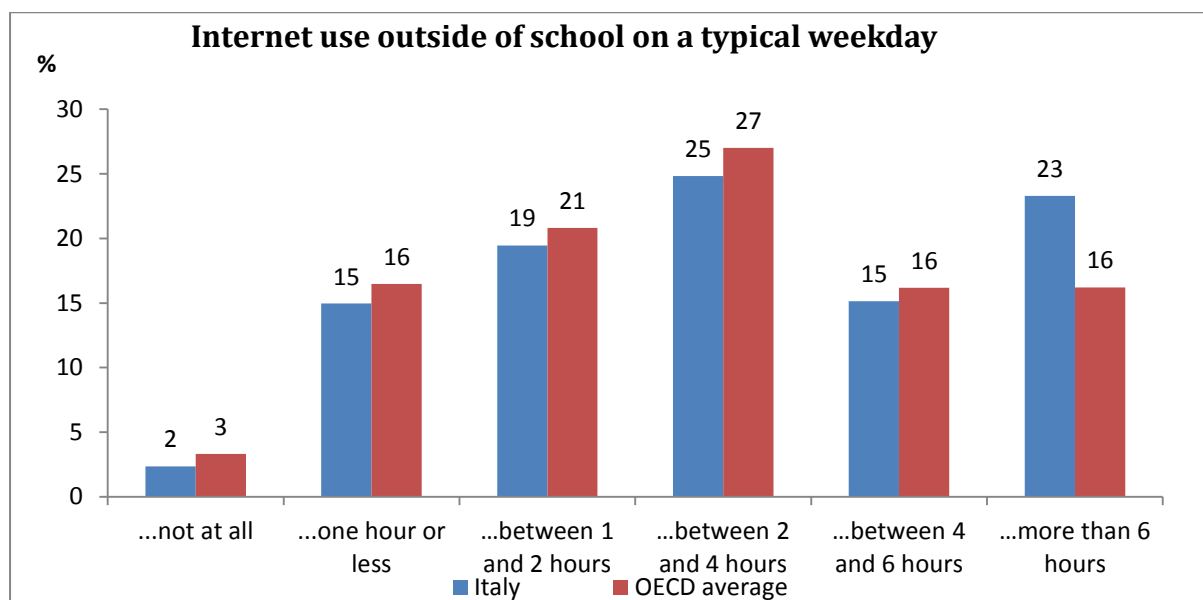
Source: OECD, PISA 2015 Database, Figure III.9.7 and Table III.9.24.

Key findings about parents and the home environment

- Students in Italy are more likely than students in the 17 other countries with available data to have parents who reported discussing school with their children (75% do it every day or almost every day) and spending time just talking with their children (77% do it every day or almost every day). Moreover, students in Italy are the most likely to eat the main meal with their parents around the table (95% of parents reported doing it every day or almost every day) (Table III.9.1).
- Italian parents frequently discuss with teachers about their child's development. In Italy, more than one in two students have parents who reported discussing their child's behaviour (58%) and progress (64%) with a teacher on their own initiative in the last academic year (Table III.9.1)
- A significant percentage of parents of first-generation immigrant students (29%, OECD average: 21%), and of second-generation immigrant students (17%, OECD average: 17%) reported that their participation in school activities is hindered by insufficient language skills. About 24% of parents of disadvantaged students, and only 12% of parents of advantaged students, reported that they do not know how they could participate in school activities. (Tables III.9.25 and III.9.27)
- The vast majority of students (96%) perceive that their parents are interested in their school activities (Table III.9.18). These students score, on average, 18 points higher in science, are 40% more likely to report that they are very satisfied with their life and almost twice less likely to report feeling lonely at school, compared to students who perceive low level of parental interest (Tables III.9.22 and III.9.24).
- In Italy, 11% of students from more wealthy families (in the top quarter of a wealth index based on household possessions) reported they are not satisfied with their life: this percentage almost doubles (20%) among students from less wealthy families (in the bottom quarter of the index). Students from wealthy families are also 9 percentage points more likely than students from less wealthy families to report they are very satisfied with their life. These differences are similar to those measured on average across OECD countries (Table III.10.8).

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, Table III.13.7

Key findings about students' use of time outside of school

- Boys reported spending 159 minutes per day using the Internet during the weekend and 156 minutes during weekdays (OECD average for boys: 186 and 147 minutes, respectively). Girls reported spending 179 minutes on line during weekends, and 175 minutes during weekdays (OECD average for girls: 182 and 145 minutes, respectively) (Tables III.13.7 and III.13.8). 47% of students agree or strongly agree that they feel really bad when they can't connect to the Internet (OECD average: 54%) (Table III.13.15). Between 2012 and 2015 Internet use during weekends and weekdays increased by 72 minutes (OECD average: 43 and 40 minutes, respectively) (Table III.13.9).
- Between 2012 and 2015, the percentage of students who reported using smartphones at home increased by 24 percentage points in Italy (OECD average: 19 points) (Table III.13.4). Italian students chat on line or use their e-mail during school hours less frequently than the OECD average (Table III.13.12).
- 8% of students in Italy reported that they started using the Internet when they were 6 or younger (OECD average: 17%). This is 1 percentage points higher than in 2012 (Table III.13.6).
- Advantaged students are more likely to play online videogames or to chat on line than disadvantaged students (Table III.13.13).
- Students who reported using the Internet for more than 6 hours a day during weekdays score 38 points lower in science than students who use the Internet less (OECD average 36 points) (Table III.13.24a).
- Students who reported using the Internet for more than 6 hours a day during weekdays do not report a significantly different life satisfaction than students who use the Internet less, while the OECD average is 0.4 point less (on a scale from 0 to 10) (Table III.13.23).
- Students who reported using the Internet for more than 6 hours a day during weekdays reported lower engagement at school: they are 14 percentage point more likely to arrive late at

school and 9 percentage points more likely to have skipped a day of school than other students (Table III.13.21). They are also more likely to report that they chat on line or write e-mails at school every day (30%) compared to other students (10%) (Table III.13.12).

- In Italy, 30% of girls and 19% of boys (OECD average: 26% and 18%, respectively) 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).
- Some 68% of students in Italy reported that they exercised or practised a sport before or after school, on the most recent day they attended school (Table III.11.6). Boys, and socio-economically advantaged students, are significantly more likely to report doing so (Table III.11.7a, III.11.7b).
- 65% of boys and 72% of girls in Italy reported helping out around the house before or after school (OECD average: 70% of boys and 75% girls) (Table III.12.2).
- Having a part-time job is more common among students in Italy than on average across OECD countries. About 34% of boys and 19% of girls work for pay before or after school (OECD average: 29% of boys and 18% of girls) (Table III.12.7). After accounting for socio-economic status, students who have a part-time job outside the home in Italy score 53 points lower in science (OECD average: 55 points) than students who do not work for pay (Table III.12.8). In Italy, students who have a job outside the house are 8 percentage points more likely to arrive late or skip school (OECD average: 9%) (Table III.12.10).

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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