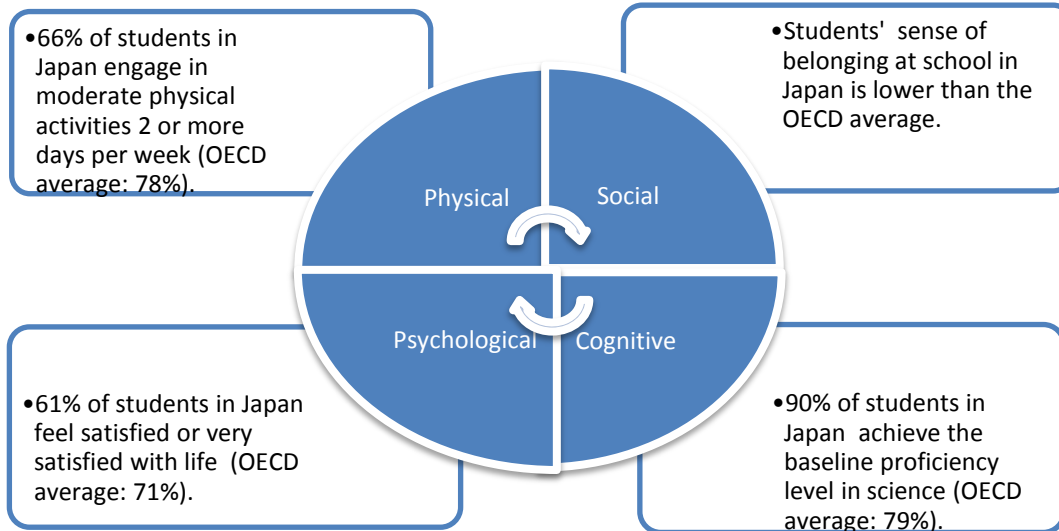


PROGRAMME FOR INTERNATIONAL  
STUDENT ASSESSMENT (PISA)  
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

## Japan

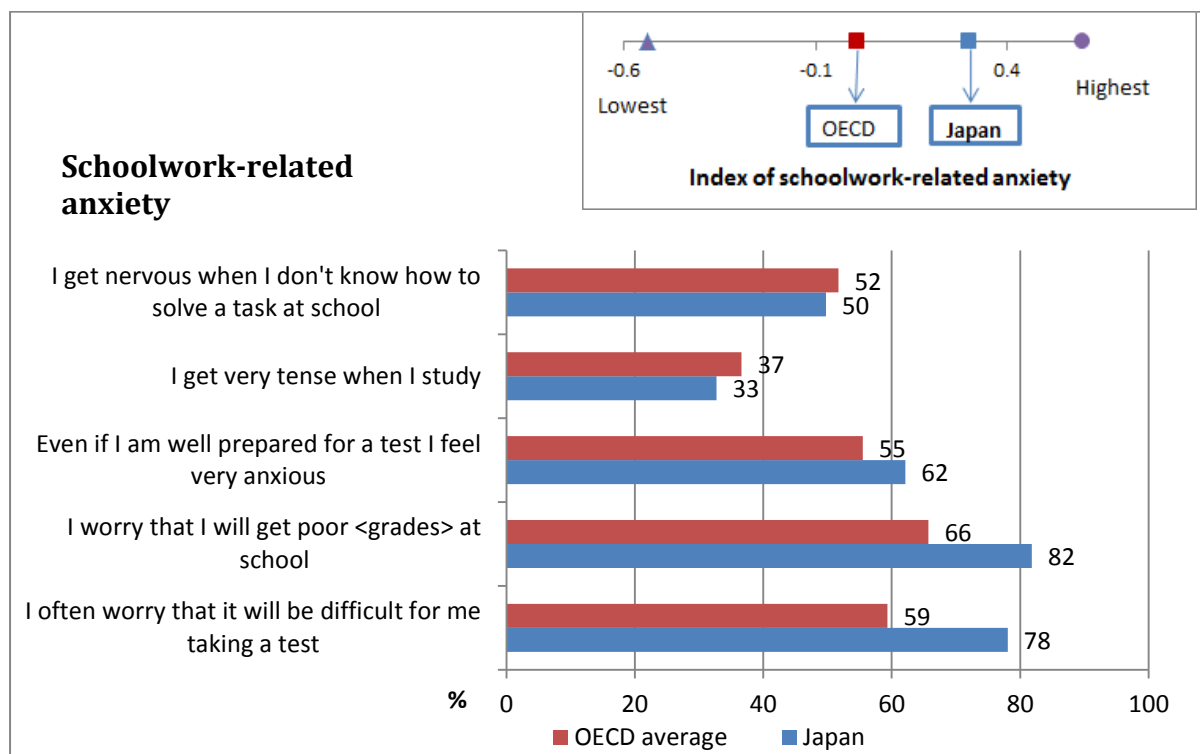
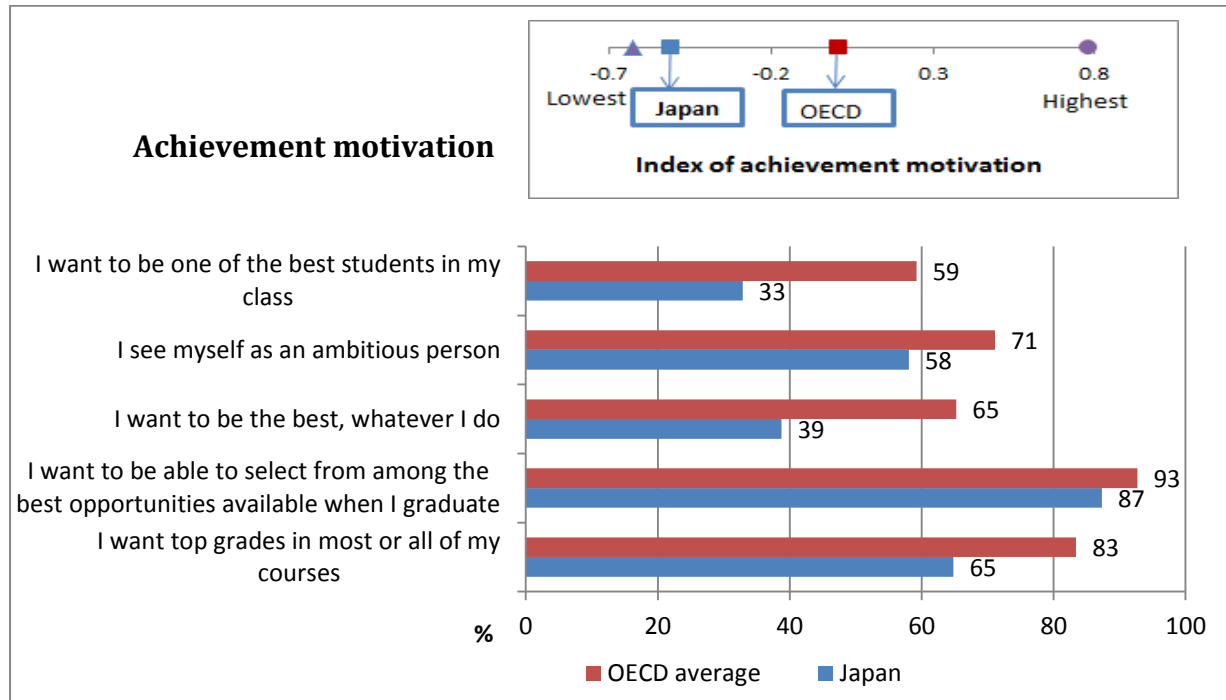


## KEY RESULTS

- On average, 15-year-old students in Japan reported a level of 6.8 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2). Students who spend more hours studying in and outside of school reported a level of satisfaction with their life that is 0.3 points higher than students who study less hours (OECD average: no significant difference) (Table III.3.7).
- Students in Japan reported relatively lower levels of achievement motivation than students in other OECD countries: 39% of students reported that they want to be the best in whatever they do (OECD average: 65%); 33% want to be one of the best students in their class (OECD average 59%) (Table III.5.1).
- Schoolwork-related anxiety, as reported by students, is higher in Japan than in other countries. 82% of students in Japan reported that they worry about getting poor grades at school (OECD average: 66%); 78% of students often worry that the test will be difficult (OECD average 59%) (Table III.4.1).
- On average 45% of students in Japan reported that they are victims of one act of bullying at least a few times a year (OECD average: 49%). Around 17% of students reported that others made fun of them at least a few times a month (OECD average: 11%) (Table III.8.1). Top performing students in science are 8 percentage points more likely to report that others made fun of them than low performing students (lowest decile of science performance) whereas the opposite pattern is true on average across OECD countries (Table III.8.4).
- Students in Japan perceive a relatively lower level of parental support compared to students in other OECD countries: 86% of students (OECD average: 93%) reported that their parents are interested in their school activities and 87% of students (OECD average: 91%) reported that their parents support them when they are facing difficulties at school (Table III.9.18).
- 18% of Japanese students do not engage in any physical activities outside of school (OECD average: 7%) (Table III.11.10). Japanese students reported that they took on average 2.5 days of physical education at school (OECD average: 2 days per week) (Table III.11.2).
- 6% of students in Japan reported using more than 6 hours of the Internet outside of school during a typical weekday (OECD average: 16%). Japanese students reported using the Internet outside of school for 90 minutes per day on a typical weekday and 144 minutes on a typical weekend (OECD average: 146 and 184 minutes respectively) (Table III.13.7, Table III.13.8). While there are very few students in Japan who use the Internet for more than 6 hours a day on a typical weekday, higher share of these extreme Internet users report feeling lonely at school and feeling like an outsider at school than moderate Internet users (Table III.13.19a).

### 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.



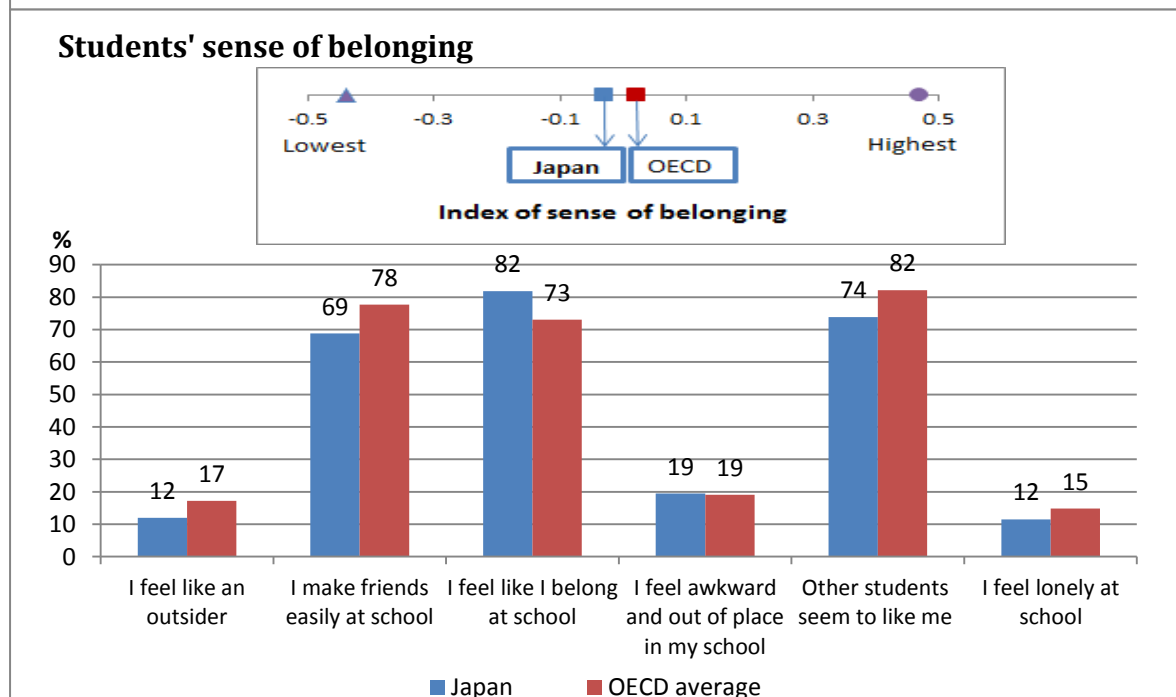
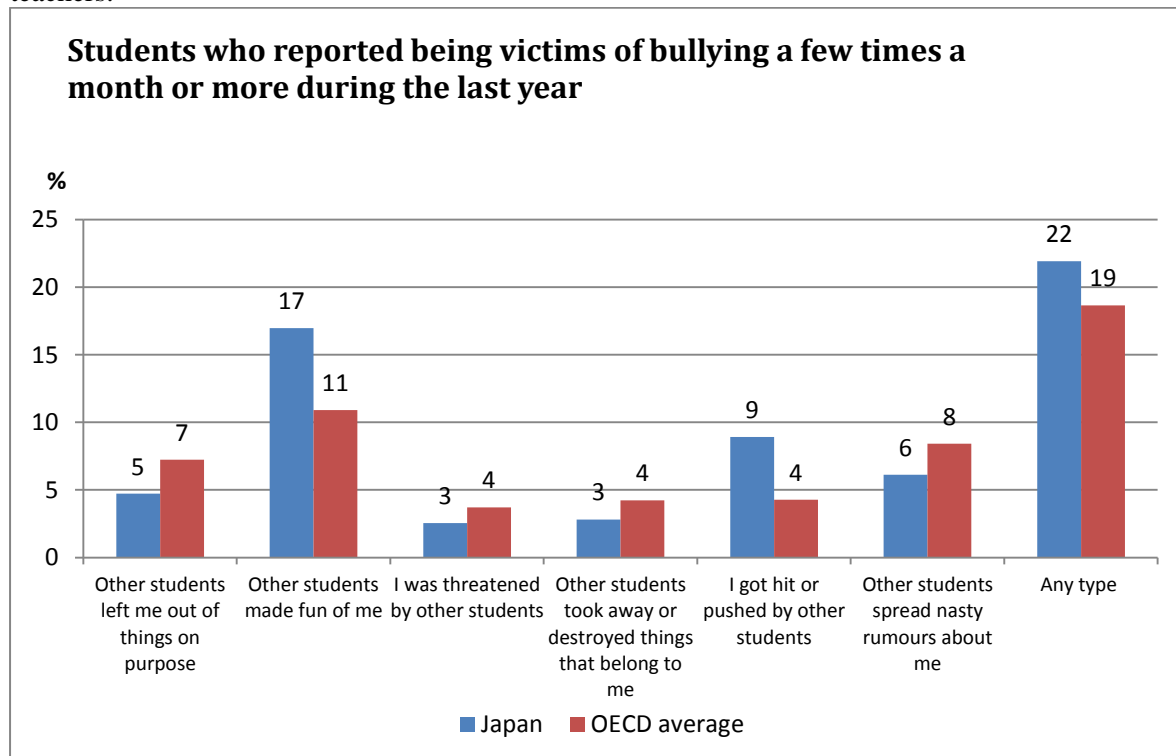
Source: OECD, PISA 2015 Database, Tables III.5.1 and III.4.1.

**Key results on students' life satisfaction and psychological well-being**

- Unlike most of the other countries, boys and girls reported similar levels of life satisfaction in Japan on average (Table III.3.2). About 17% of boys in Japan and 15% of girls in Japan reported low satisfaction with their life (a level from 0 to 4 on a scale from 0 to 10), whereas in most of the other countries girls were more likely to report low life satisfaction. Students in the top decile of science performance reported higher life satisfaction (by 0.4 point) than students in the bottom decile (OECD average: 0.2 point difference) (Table III.3.3a).
- In Japan, more than one in two students reported that they study less than 40 hours per week in and outside of school (OECD average: 48%), and 10% of students reported studying more than 60 hours (OECD average: 13%) (Table III.3.6). Students who study more than 60 hours reported higher life satisfaction than those who study less than 40 hours by 0.3 points (Table III.3.7).
- Advantaged students reported higher levels of achievement motivation (for all 5 indicators; 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) than disadvantaged students (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 and are ambitious) score 46 points higher in science than students in the bottom quarter of the index. Similar pattern holds true for mathematics and reading performance (Table III.5.5a).
- Girls reported higher levels of anxiety than boys in terms of worrying about test being difficult, worrying about poor grades, and feeling anxious even when they are well prepared for a test (Table III.4.2). This gender gap is larger among top performing students in science than among low performing students (Table III.4.4).
- Japan is one of the few countries where advantaged students tend to report more schoolwork-related anxiety than disadvantaged students. For example, 44% of disadvantaged students and 54% of advantaged students agreed or strongly agreed that they get nervous when they don't know how to solve a task at school.
- In schools where students study on average (in and outside of school) more than 50 hours a week, 9 percentage points more students reported that they feel anxious before a test even if well prepared than in schools where students study between 35 to 40 hours, after accounting for student and school characteristics (OECD average: no difference) (Table III.4.10).
- Anxiety might arise from the fact that students associate top grades with better career prospects. Students in Japan who reported that they want top grades for most or all of their courses were more likely (by 12 percentage points) to report feeling anxious for a test even if well prepared. Similarly, students who reported that they want to select among the best opportunities when they graduate were more likely (by 17 percentage points) to report feeling anxious for a test even if well prepared (Table III.5.8).
- About 60% of Japanese students expect to complete university education. This is higher than the OECD average 44% (Table III.6.1). Boys were 12 percentage points more likely to expect to finish a university degree than girls (OECD average: 9 percentage points higher share of girls expect to finish a university degree). Students from advantaged families were 45 percentage points more likely to expect to complete a university degree than disadvantaged students (OECD average: 40 percentage points) (Table III.6.2). 79% of students whose mother has a university degree expect to complete university; less than 34% of students whose mother only completed lower secondary education have this expectation to continue on to higher education (Table III.6.9a).

### 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.



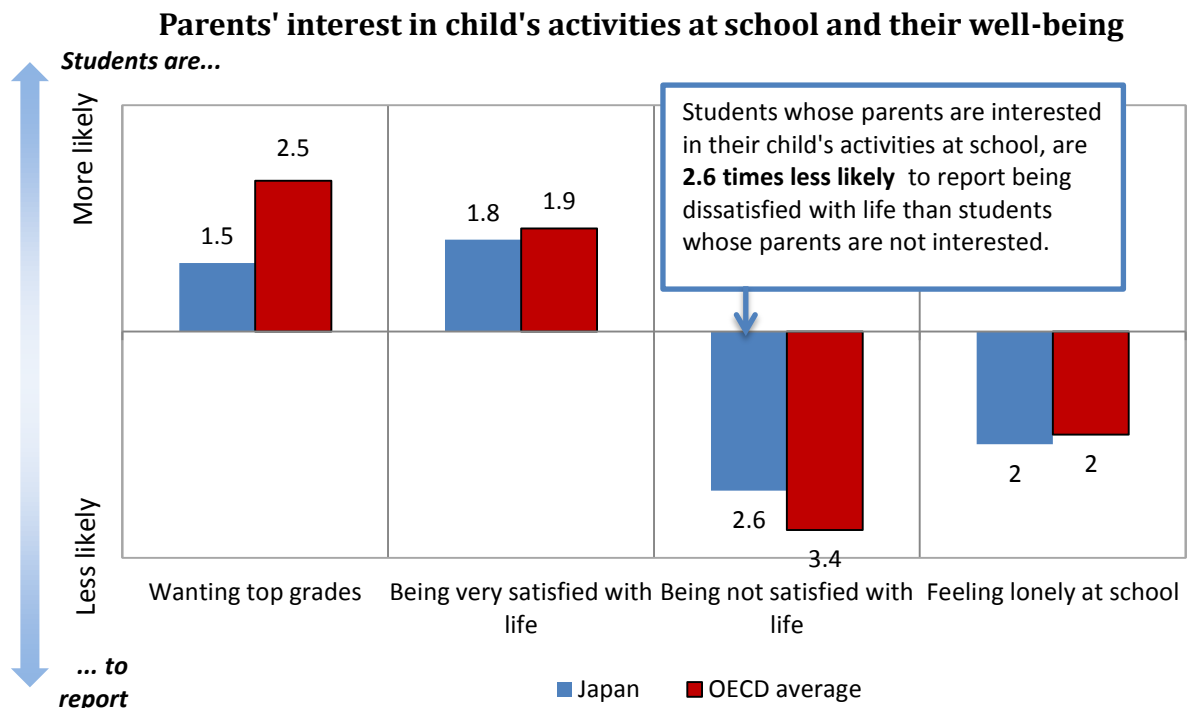
Source: OECD, PISA 2015 Database, Tables III.7.1 and III.8.1.

**Key results on students' social life at school**

- Boys and girls in Japan reported a similar level of sense of belonging at schools (Table III.7.2).
- The percentage of advantaged students who report feeling like they belong at school is 6 percentage points higher than the percentage of disadvantaged students who report so (OECD average: 8 percentage points) (Table III.7.3).
- Compared to previous PISA cycles, students in Japan reported a slightly lower sense of belonging in 2015 (Table III.7.4, Table III.7.5).
- In Japan, students with a strong sense of belonging at school (in the top quarter of the index of sense of belonging) reported a much higher satisfaction with their life (by 2.3 points on a scale from 0 to 10) than students with a weaker sense of belonging (in the bottom quarter) (OECD average: 1.8 points) (Table III.7.11).
- Around 77% of Japanese 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 that their teacher shows an interest in everyone's learning in science classes every day reported higher life satisfaction than students who reported that teachers never show an interest, with a difference of 1.3 points in life satisfaction (OECD average: 0.9 points) (Table III.7.18).
- Japanese students perceived lower levels of teacher's unfair treatment compared to other OECD countries. Around 9% reported that their teachers disciplined them more harshly than others (OECD average: 14%); 7% perceived that their teachers ridiculed them in front of others (OECD average: 10%) at least a few times a month (Table III.7.15). A higher share of boys reported that their teachers treated them unfairly "a few times a month" or "once a week or more" than girls, by 5 percentage points (OECD average: 7 percentage points). Disadvantaged students in Spain were no more likely than advantaged students to report some form of unfair treatment from their teachers, while this is the case on average across OECD countries (Table III.7.16).
- Boys in Japan were 7 percentage points more likely than girls to report that they are victims of any type of bullying act at least a few times a month (OECD average: 2.5 percentage points) (Table III.8.2). The percentage of boys who reported that they are hit or pushed at least a few times a month (13%) is the highest among OECD countries (OECD: Average: 6%).
- Japan is the only OECD country where advantaged students were more likely than disadvantaged students to report that they are made fun of by their peers. Differently from the majority of other countries, Japanese students in the top decile of science performance were more likely (by around 8 percentage points) than students in the bottom decile of science performance to report they are frequently made fun of by their peers. Japan is with Korea the only OECD country where exposure to bullying is on average more frequent in advantaged than in disadvantaged schools.
- About 31% of the Japanese students who reported being frequently bullied, and 15% of the students who are not frequently bullied, reported that they are not satisfied with their life. In Japan, 37% of the students who are frequently bullied, and only 11% of the students who are not frequently bullied, reported feeling like outsiders at school (Table III.8.15).
- In Japan, frequent exposure to any type of bullying is 11 percentage points higher 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 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 results on parents and the home environment

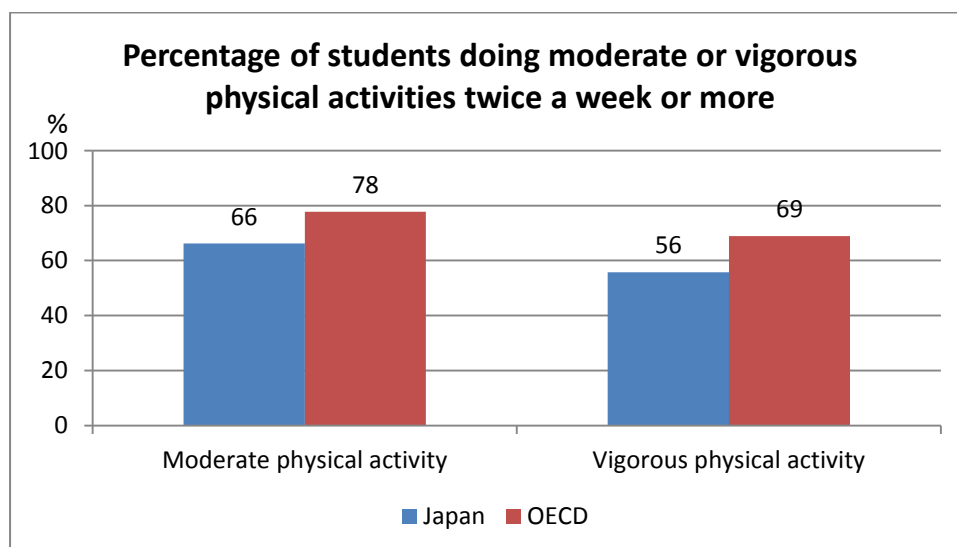
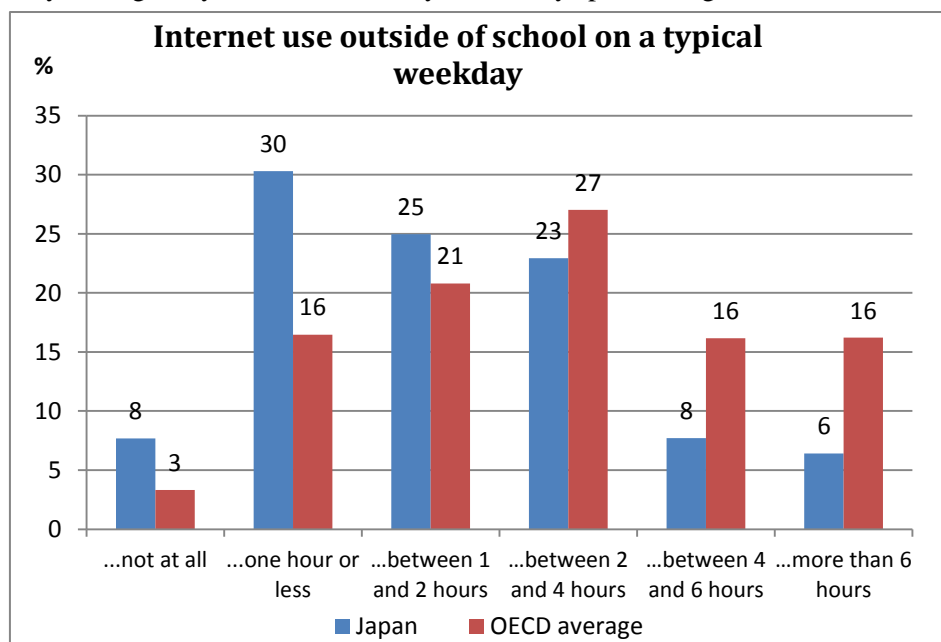
- Advantaged students in Japan reported significantly higher levels of parental support than disadvantaged students (Table III.9.19). Advantaged students were significantly more likely to report talking to their parents before and after school than disadvantaged students (Table III.9.17).
- Among the 14% of students whose parents are not interested in their school activities perform about 39 points lower in science than students whose parents are interested in school activities (OECD average: 28 score points). The magnitude is bigger for low performing students (in the bottom decile of science performance) than students in the top performing students (Table III.9.22).
- The majority of students whose parents are interested in their school activities were more likely to report high life satisfaction and achievement motivation and less likely to report low sense of belonging and low life satisfaction than students whose parents are not interested in their school activities (Table III.9.24).
- In Japan, 16% of students in more wealthy families (in the top quarter of a wealth index based on household possessions) reported that they are not satisfied with their life and 19% of students in less wealthy families (in the bottom quarter of the index) reported so. Students from wealthy families were also 4 percentage points more likely than students from less

wealthy families to report they are very satisfied with their life. These differences are smaller than those measured for the average of OECD countries (Table III.10.8).

- Japanese students whose parents have blue-collar occupations were 16 percentage points more likely to report that they attend pre-vocational or vocational schools than students whose parents have white-collar occupations (OECD average: 11 percentage point difference) (Table III.10.14).
- Similarly, students whose parents have white-collar occupations were 28 percentage points more likely to report that they expect to complete a university degree than students of blue collar workers (OECD average: 25 percentage points) (Table III.10.15).

## 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 results on students' use of time outside of school**

- 14% of boys and 22% of girls in Japan reported not engaging in any moderate nor vigorous physical activities outside of school (OECD average: 6 and 7%, respectively) (Table III.11.10). Students who engage in at least 3 days of moderate physical activity per week report higher life satisfaction levels than students who do not engage in any moderate physical activity (0.3 points difference and the OECD average is 0.5) (Table III.11.16). Disadvantaged students were more likely than advantaged students (by 3 percentage points) to not engage in any physical activity outside of school (Table III.11.10).
- In Japan, contrary to other countries and to the OECD average, there is no clear relationship between the number of days students attend physical education at school and their moderate physical activity outside of school (Table III.11.17). In Japan, most of the students report that they eat breakfast or dinner. 7% of girls (OECD average: 26%) and 8% 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 (about 1 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).
- 65% of boys and 72% of girls in Japan reported helping out around the house before or after school (OECD average: 70% of boys and 75% girls) (Table III.12.2). Some 8% of boys and girls work for pay before or after school, compared with 29% of boys and 18% of girls on average across OECD countries (Table III.12.7). After accounting for socio-economic status, students who have a part-time job outside the home in Japan score 73 points lower in science (OECD average: 55 points) than students who do not work for pay (Table III.12.8). Between 2012 and 2015, the percentage of students who reported using smartphones at home increased by 7 percentage points in Japan (OECD average: 19 points) and unlike the majority of countries, the percentage of students who reported using a portable laptop or notebook at home decreased, by 14 percentage points (OECD average: 3 percentage point increase) (Table III.13.4). Japanese students chat online or use their e-mail during school hours less frequently than the OECD average (Table III.13.12).
- 9% of students in Japan reported that they started using the internet when they were 6 or younger (OECD average: 17%) (Table III.13.6). Boys reported spending 142 minutes per day using the internet during the weekend (OECD average: 186), and girls reported spending 147 minutes (OECD average: 182) (Table III.13.8). 49% of students reported that they agree or strongly agree feeling really bad when they can't connect to the internet (OECD average: 54%) (Table III.13.15). Between 2012 and 2015, students' Internet use increased by 33 minutes during weekends (OECD average: 43), and by 19 minutes during weekdays (OECD average: 40) (Table III.13.9).
- Students who reported using the Internet for more than 6 hours a day during weekdays were more likely to report feel lonely at school (by 10 percentage points, OECD average: 5 percentage points), and feeling awkward and out of place at school (by 14 percentage points, OECD average: 6 points) than students who are moderate users of the Internet (Table III.13.19a).
- Students who reported using the Internet for more than 6 hours a day during weekdays score 47 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 reported lower life satisfaction than students who use the Internet less. This difference is higher than the OECD average (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 were 7 percentage points more likely to have skipped a day of school than other students and 14 percentage points more likely to skip some classes on the 2 weeks prior to the PISA test (Table III.13.21). They were also more likely to



report they chat online or write e-mail during school-hours (26% do so every day) than other students (6% do so every day) (Table III.13.12).

### 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.

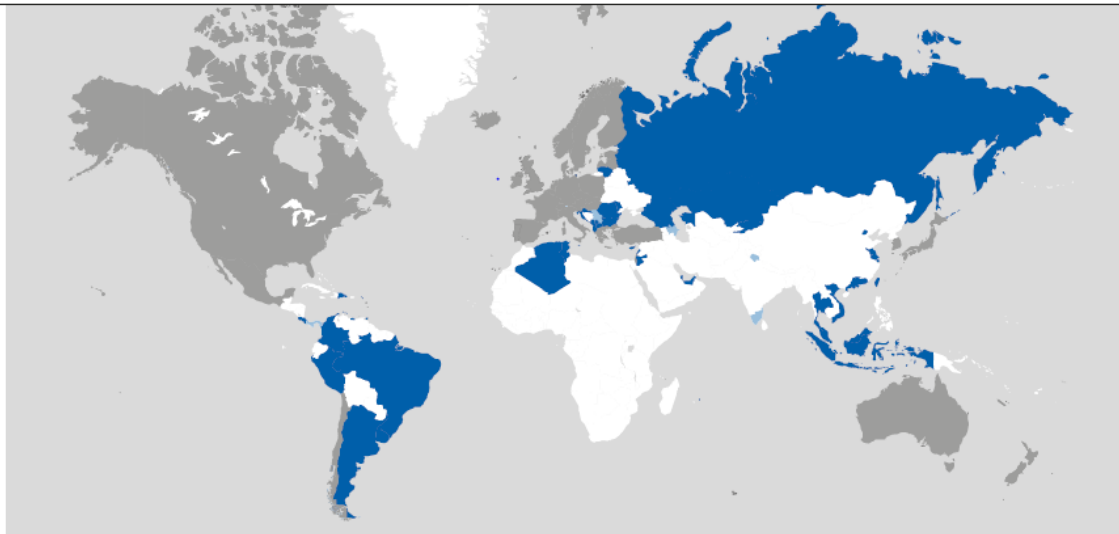
### The students

- 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 <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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**Contacts:****Andreas Schleicher**

Director for the Directorate for Education and Skills

Email: [Andreas.SCHLEICHER@oecd.org](mailto:Andreas.SCHLEICHER@oecd.org)

Telephone: +33 1 45 24 93 66

[Mario.piacentini@oecd.org](mailto:Mario.piacentini@oecd.org)

[Anna.choi@oecd.org](mailto:Anna.choi@oecd.org)

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