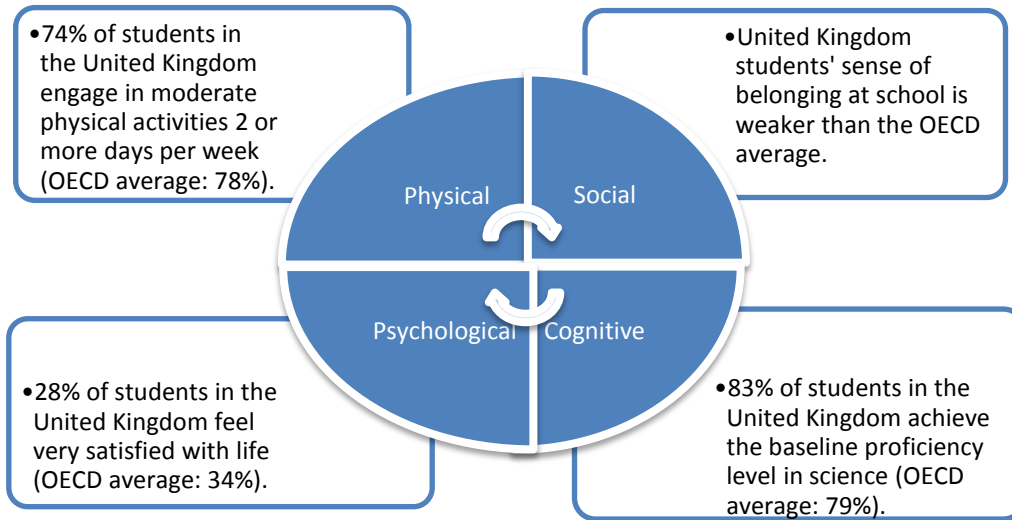


PROGRAMME FOR INTERNATIONAL
STUDENT ASSESSMENT (PISA)
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

United Kingdom



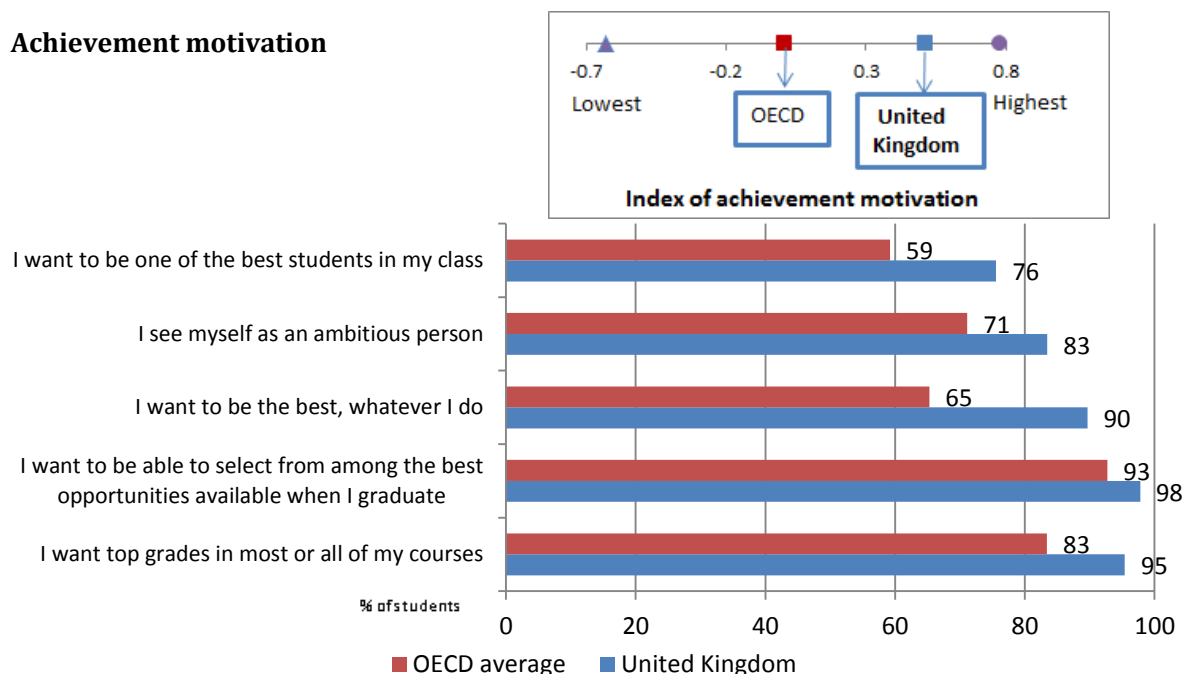
KEY RESULTS

- On average, 15-year-old students in the United Kingdom reported a level of 7.0 on a life-satisfaction scale ranging from 0 to 10 – lower than the OECD average (7.3) (Table III.3.2).
- Students in the United Kingdom reported high achievement motivation and a competitive spirit: 90% of students reported that they want to be the best in whatever they do (OECD average: 65%); 95% want top grades in most or all of their courses (OECD average: 83%) (Table III.5.1).
- In the United Kingdom, 72% of students reported feeling very anxious before a test even when they are well-prepared (OECD average: 55%) (Table III.4.1).
- Almost one in four students (24%) in the United Kingdom reported that they are victims of one act of bullying at least a few times a month (OECD average: 19%). Some 15% of students reported that they are made fun of by others (OECD average: 11%) and 5% that they are hit or pushed at least a few times a month (OECD average: 4%) (Table III.8.1).
- Students in the United Kingdom perceive a high level of parental support: 93% of students reported that their parents encourage them to be confident and 94% reported that their parents are interested in their school activities (Table III.9.18).
- In the United Kingdom, students from relatively wealthy families perform better in science (by 22 score points; OECD average: by 26 points) (Table III.10.7), and reported higher life satisfaction (by 0.8 point, OECD average: by 0.7 point) than students from relatively poor families (Table III.10.9).
- Almost one in four students in the United Kingdom (24%) reported using the Internet outside of school for more than 6 hours per day on a typical weekday (OECD average: 16%) (Table III.13.7). In the United Kingdom, as in most OECD countries, students who spend more than six hours on line during weekdays are less satisfied with life, and have a weaker sense of belonging at and engagement with school than students who use the Internet less than 6 hours (Tables III.13.19a and III.13.23).

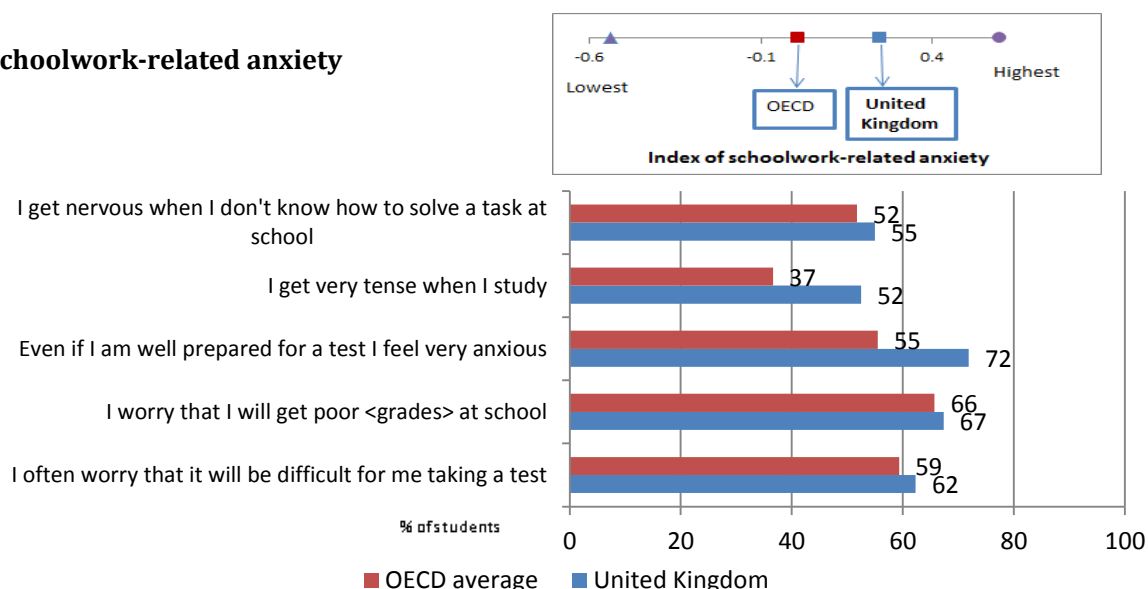
Students’ life satisfaction and psychological well-being

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.

Achievement motivation



Schoolwork-related anxiety



Source: OECD, PISA 2015 Database, Tables III.4.1, III.4.5, III.5.1 and III.5.3.

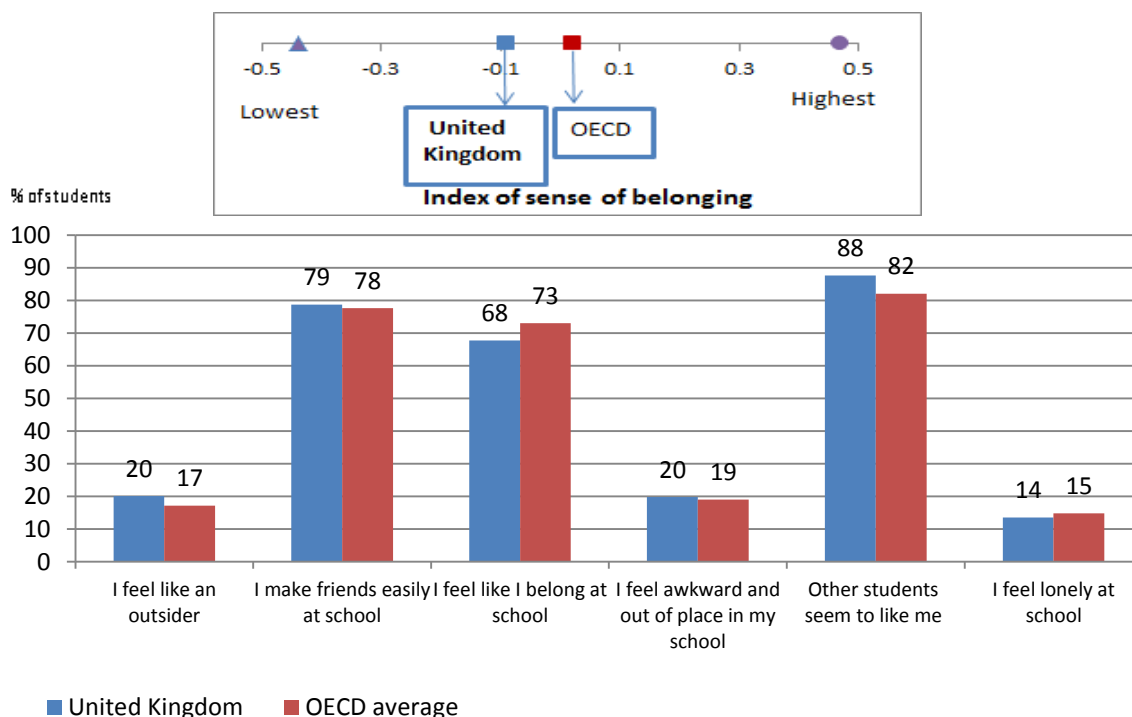
Key findings about students' life satisfaction and psychological well-being

- As in the majority of countries, boys in the United Kingdom reported higher life satisfaction than girls (0.7 point higher) (Table III.3.2).
- In the United Kingdom, 50% of students reported studying less than 40 hours per week in and outside of school (OECD average: 48%), whereas 11% of students reported studying more than 60 hours (OECD average: 13%). Students who study more than 60 hours per week reported lower life satisfaction than those who study less than 40 hours by 0.3 point (OECD average: no difference between the two groups) (Table III.3.7).
- In the United Kingdom, 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 from the best opportunities when they graduate, want top grades and are ambitious) score 29 points higher in science – the equivalent of one school year – than students in the bottom quarter of the index (Table III.5.5a).
- Low-achieving students reported higher levels of schoolwork-related anxiety than high-achieving students (Table III.4.3b).
- In all countries, girls reported significantly higher levels of schoolwork-related anxiety than boys. In the United Kingdom, this gender difference is larger among top-performing students (Table III.4.4).
- Girls in the United Kingdom are 10 percentage points more likely than boys to expect to complete a university degree; and first-generation immigrant students are 20 percentage points more likely than non-immigrant students to expect to earn a university degree (Table III.6.2).
- Some 65% of disadvantaged students in the United Kingdom (the 25% of students with the lowest socio-economic status) do not expect to continue on to higher education after secondary school, whereas only 26% of advantaged students (the 25% of students with the highest socio-economic status) do not expect to do so (Table III.6.4).

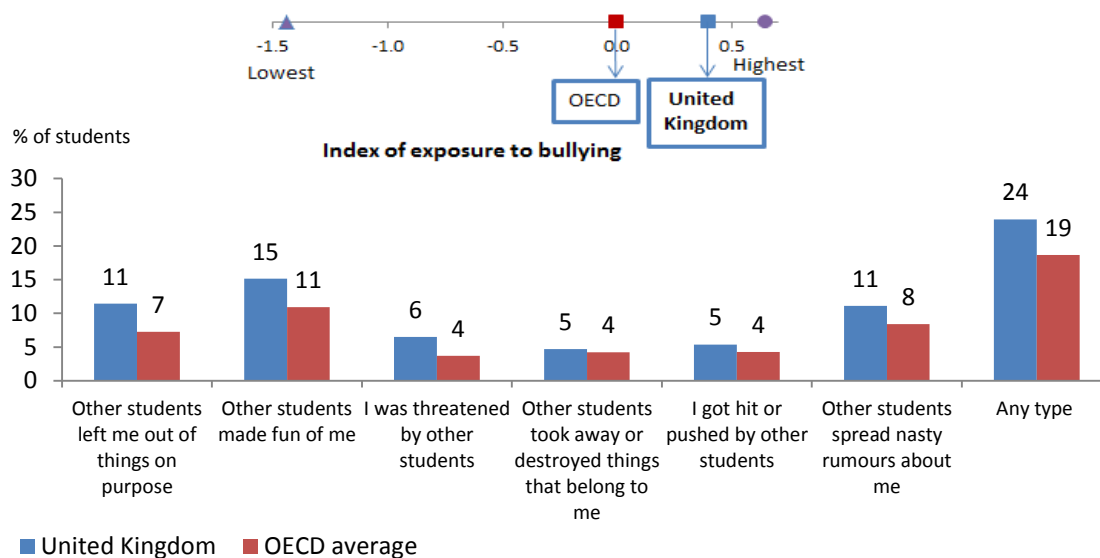
Students’ social life at school

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.

Students’ sense of belonging at school



Students who reported being victims of bullying a few times a month or more during the last year



Source: OECD, PISA 2015 Database, Tables III.7.1, III.7.6 and III.8.1.

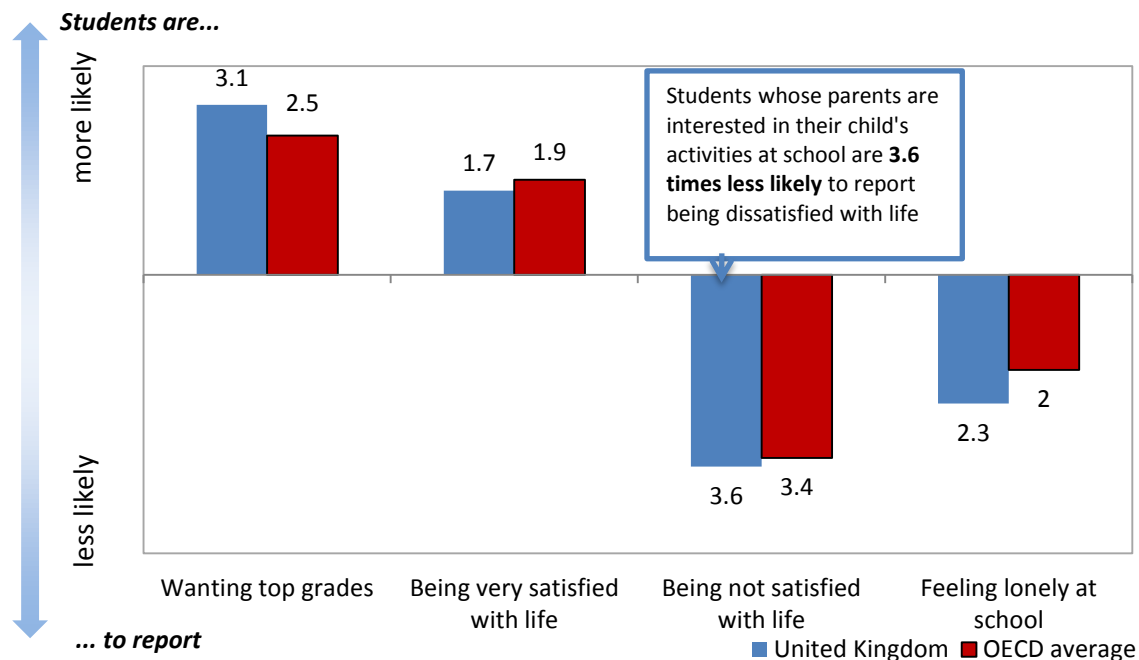
Key findings about students' social life at school

- Boys in the United Kingdom reported a stronger sense of belonging at school than girls. Some 23% of girls, and 17% of boys, reported feeling like an outsider at school. This gender difference is larger than the OECD average (Table III.7.2).
- Advantaged students reported a stronger sense of belonging than disadvantaged students (Table III.7.2). Compared to previous PISA cycles, students in the United Kingdom reported a weaker sense of belonging in 2015 (Tables III.7.4 and III.7.5).
- In the United Kingdom, around 21% reported that their teachers disciplined them more harshly than others (OECD average: 14%) at least a few times a month; 17% perceived that their teachers ridiculed them in front of others (OECD average: 10%) at least a few times a month (Table III.7.15).
- Boys in the United Kingdom were less likely than girls to report that they are victims of nasty rumours or are left out by others. However, boys were more likely to encounter other types of bullying at least a few times a month (Table III.8.2).
- In the United Kingdom, students with an immigrant background were no more likely to report being bullied than non-immigrant students and reported an equally strong sense of belonging at school (Table III.8.3).
- Students who are more frequently bullied (in the top quarter of the index of bullying) reported much lower life satisfaction (by 1.7 points in the United Kingdom) than students who are less frequently bullied (in the bottom quarter of the index) (Table III.8.9).
- In the United Kingdom, schools with a high incidence of bullying (where more than 10% of students are frequently bullied) score 38 points lower in science, on average, than schools with a low incidence of bullying (where less than 5% of students are frequently bullied). This difference shrinks to 12 score points when accounting for differences in schools' socio-economic profile (Table III.8.10).

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 at home or at their children's schools. In the United Kingdom, data from parents were collected only in Scotland. PISA data also provide information on families' wealth and other characteristics of the home environment that might affect students' cognitive and socio-emotional development.

Parents' interest in their child's activities at school and their well-being



Note: The estimates take into account differences in students' socio-economic status.

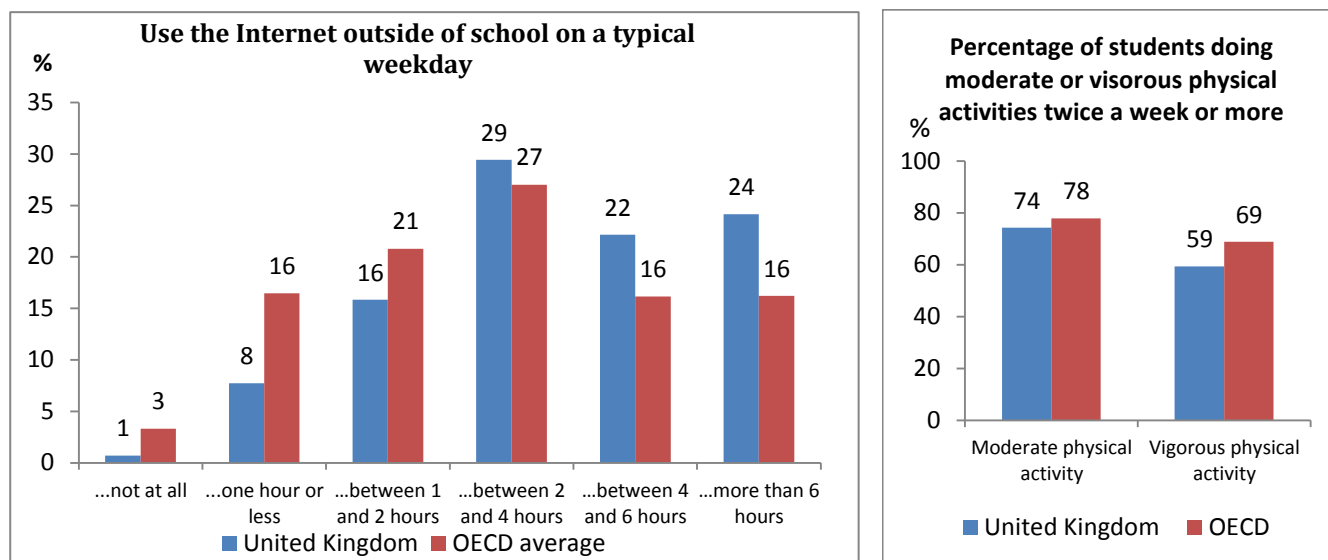
Source: OECD, PISA 2015 Database, Figure III.9.7 and Table III.9.24.

Key findings about parents and the home environment

- Advantaged students in the United Kingdom were more likely to report that their parents are interested in their school activities (and give them greater emotional support) than disadvantaged students. Advantaged students were also more likely to report talking with parents before or after school, even if this type of communication between parents and children occurs relatively frequently among both groups of children (Table III.9.19).
- The 6% of students in the United Kingdom who reported that their parents are not interested in their school activities score around 43 points lower in science (OECD average: 28 points lower) and were much more likely to report low satisfaction with their life than student who perceive their parents are interested (Table III.9.22).
- According to their parents, around 12% of students in Scotland read books about science or visited websites about science regularly when they were 10 years old (Table III.9.6). The students who showed an early interest in science perform better in science, are more confident about their abilities in science, and are more likely to expect a career in science (Table III.9.9). Students whose parents have a university degree were more likely to engage in these activities at age 10 than students whose parents do not have a university degree (Table III.9.7).
- Around 88% of parents in Scotland (and 78% of parents in 11 other OECD economies with comparable data) reported that they had attended a scheduled meeting or conference for parents in the previous academic year (Table III.9.1). About 15% of parents in Scotland reported that they discussed their child's behaviour with a teacher on their own initiative in the last academic year (average for other 11 OECD countries: 52%) and 26% that they discussed their child's progress with a teacher on their own initiative in the last academic year (average for other 11 OECD countries: 52%).
- About 18% of parents in Scotland reported that their participation at school was hindered by inconvenient meeting times and difficulty of getting off work (Table III.9.26).

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.11.9 and III.13.7.

Key findings about students' use of time outside of school

- Boys in the United Kingdom are 3 percentage points more likely than girls (OECD average: 2 percentage points more likely) to engage in some moderate or vigorous physical activity outside of school (Table III.11.10).
- In the United Kingdom, students who exercise or practice sports after school are more satisfied with their life (by 0.6 point; OECD average: 0.5 point) than those who do not (Table III.11.8).
- Some 36% of girls and 22% of boys in the United Kingdom reported that they do not eat breakfast before school, compared with 26% of girls and 18% of boys on average across OECD countries (Table III.11.22).
- In the United Kingdom, 60% of boys (OECD average: 70%) and 62% of girls (OECD average: 75%) reported helping out around the house (Table III.12.2). Some 27% of boys and 19% of girls have a job outside the house 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, UK students who have a job outside the house score 50 points lower in science (OECD average: 55 points lower) than students who do not work for pay (Table III.12.8).
- Some 28% of students reported that they started using the Internet when they were 6 years old or younger (OECD average: 18%) (Table III.13.6). Students reported spending at least 188 minutes per day using the Internet during weekdays (OECD average: 146 minutes), and 224 minutes during weekends (OECD average: 184 minutes) (Tables III.13.7 and III.13.8). Some 27% of UK students strongly agreed that they feel really bad when they can't connect to the Internet (OECD average: 19%) (Table III.13.15).
- Students who reported using the Internet for more than 6 hours a day during weekdays were more likely to report feeling like an outsider at school (by 11 percentage points; OECD average: by 7 percentage points), feeling awkward and out of place at school (by 12 percentage points; OECD average: by 8 percentage points), and arriving late at school (by 14 percentage points; OECD average: by 11 percentage points) than students using the Internet less frequently (Tables III.13.19a and III.13.21).

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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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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