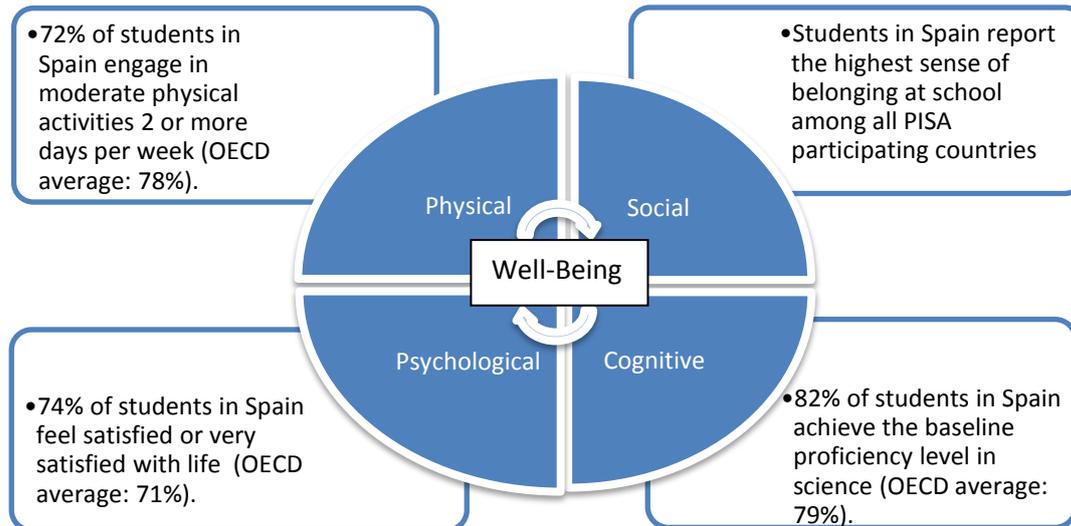


PROGRAMME FOR INTERNATIONAL
STUDENT ASSESSMENT (PISA)
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

Spain

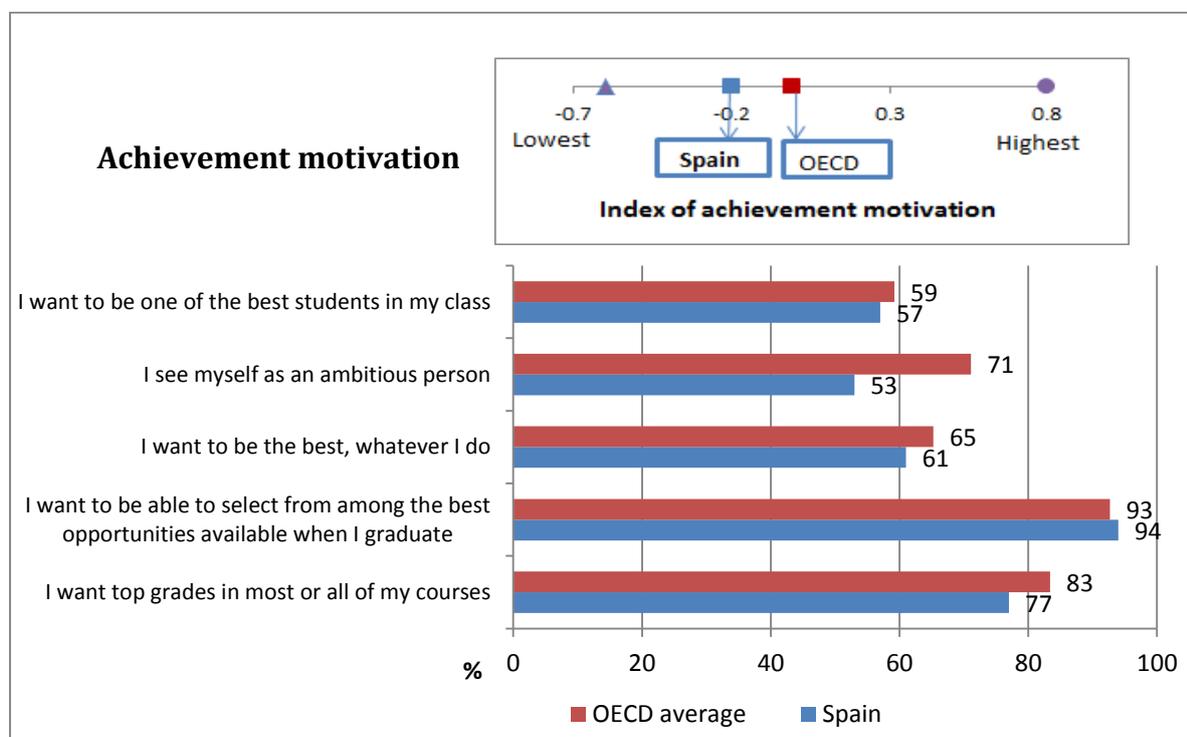


KEY RESULTS

- On average, 15-year-old students in Spain reported a level of 7.4 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2). In Spain, schools where students have high life satisfaction are characterised by a good disciplinary climate and strong students' perceptions of learning support from teachers (Table III.3.11).
- Students in Spain reported a level of personal ambition that is lower than the OECD average: 53% of students reported that they see themselves as ambitious (OECD average: 71%); 58% want to be one of the best students in their class (OECD average 59%). But 94% of students in Spain are motivated to make an effort in school so that they can 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, but can also lead to anxiety if it is not intrinsic but driven by external pressures (Tables III.5.5a and III.5.8).
- Spanish students expressed higher levels of schoolwork-related anxiety than the OECD average: 48% get very tense when they study (OECD average: 37%); 67% feel anxious even when well-prepared for a test (OECD average: 55%) (Table III.4.1). Schoolwork-related anxiety is one of the main predictors of low life satisfaction among students, and, in Spain, anxiety is more frequent in schools where students study more than 50 hours a week (in and out of school) (Table III.4.10).
- On average 4% of students in Spain reported that they are hit or pushed by other students at least a few times a month (OECD average: 3%). 8% of students reported that others made fun of them at least few times a month (OECD average: 11%) (Table III.8.1). Immigrant students – particularly recently arrived ones - reported higher levels of exposure to bullying than native students (Table III.8.3). In Spain, bullying is not more frequent in disadvantaged schools, as on average across OECD countries (Table III.8.6). Schools with a high prevalence of bullying score 21 points less in science than schools with low prevalence of bullying (Table III.8.8).
- Students in Spain perceive a high level of parental support: 95% of students reported that their parents are interested in their school activities (OECD average: 93%) and 90% report that their parents support them when facing difficulties at school (OECD average: 91%) (Table III.9.18). Parents in Spain reported exchanging ideas on parenting with teachers more frequently than parents in other countries (Table III.8.19).
- 91% of Spanish students engage in some physical activities outside of school (OECD average: 93%) (Table III.11.10).
- 22% of Spanish students reported using the Internet for more than 6 hours outside of school during a typical weekday (they are "extreme Internet users"). On average Spanish students use the Internet for 167 minutes per day on a typical weekday and 215 minutes on a typical weekend (OECD average: 146 and 184 minutes, respectively) (Tables III.13.7 and III.13.8). About 69% of Spanish students reported "feeling really bad" if no Internet connection is possible (OECD average: 54%) (Table III.13.18).

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, Table III.5.1.

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

- As in the majority of countries, boys in Spain reported higher life satisfaction than girls (0.4 point higher). Non-immigrant students reported higher life satisfaction than immigrant students (0.7 point higher, OECD average: 0.2) (Table III.3.2). Students in the top decile of science performance reported higher life satisfaction (0.3 point higher) than students in the bottom decile (OECD average: 0.2) (Table III.3.3a).
- In Spain, 16% of students reported studying more than 60 hours in and out of school (OECD average: 13%) (Table III.3.7). Almost 57% of students in Spain reported that they attend additional instruction in science, and 71% in mathematics. Spanish students reported that their main motivation for attending additional instruction is to improve their grades (Table III.3.9).
- A significantly higher share of boys than girls in Spain reported that they see themselves as ambitious (difference of 14 percentage points, OECD average: 3 points). 64% of advantaged students, but only 41% of the 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 55 points more in science than students in the bottom quarter of the index (Table III.5.5a).
- Girls reported higher levels of anxiety than boys (Table III.4.2). About 60% of low-achieving students in science (in the bottom quarter of science performance) – and 69% of low-

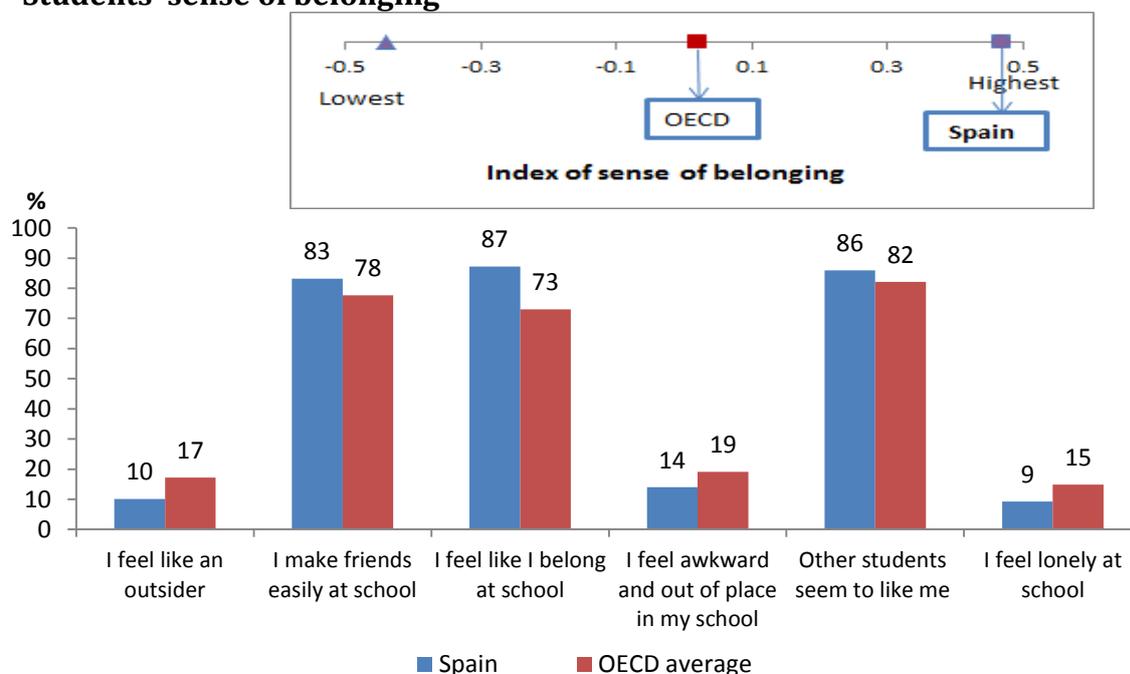
achieving girls – reported that they feel very tense when they study (OECD average: 46%). Anxiety is also common among high-achieving students, and high-achieving girls in particular. Around 92% of high-achieving girls reported that they worry about grades (Tables III.4.3a and III.4.4).

- Girls who perceive that their parents support their education achievement are less likely to feel tense when they study for a test (Table III.4.13). Students in Spain who perceive learning support from their teachers in science classes are less likely to feel tense when they study for a test (Table III.4.11).
- In schools where students study on average (in and out of school) more than 50 hours a week, 11 percentage points more students reported that they feel anxious before a test even if well prepared (Table III.4.10).
- Anxiety might arise from the fact that students associate top grades with better career prospects. Students in Spain who reported that they want to select among the best opportunities when they graduate are more likely (by 16 percentage points) to report feeling anxious for a test even if well prepared (Table III.5.8).
- One in two Spanish students reported that they expect to complete university education. This is higher than the OECD average (44%) (Table III.6.1). Girls are 14 percentage points more likely to expect to finish a university degree than boys (OECD average: 9 percentage points). Students from advantaged families are about 3 times (51 percentage points) more likely than those from disadvantaged families to expect to complete (OECD average: 40 percentage points) (Table III.6.2). 71% of students whose mother has a university degree expect to complete university; less than 37% of students whose mother only completed lower secondary education have this expectation to continue on to higher education (Table III.6.9a). Even after accounting for gender, socio-economic status and performance in PISA, students who repeated a grade are 4 times less likely to expect to continue on to tertiary education (Table III.6.11).

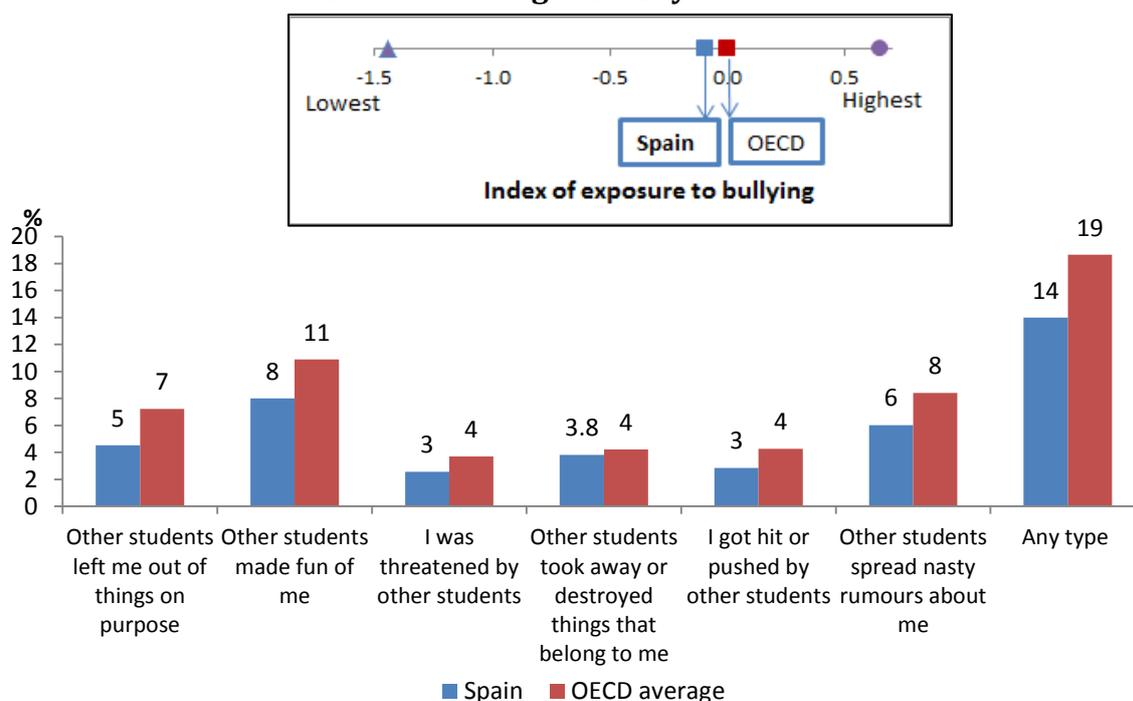
Students' social life at school

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



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 and III.8.1.

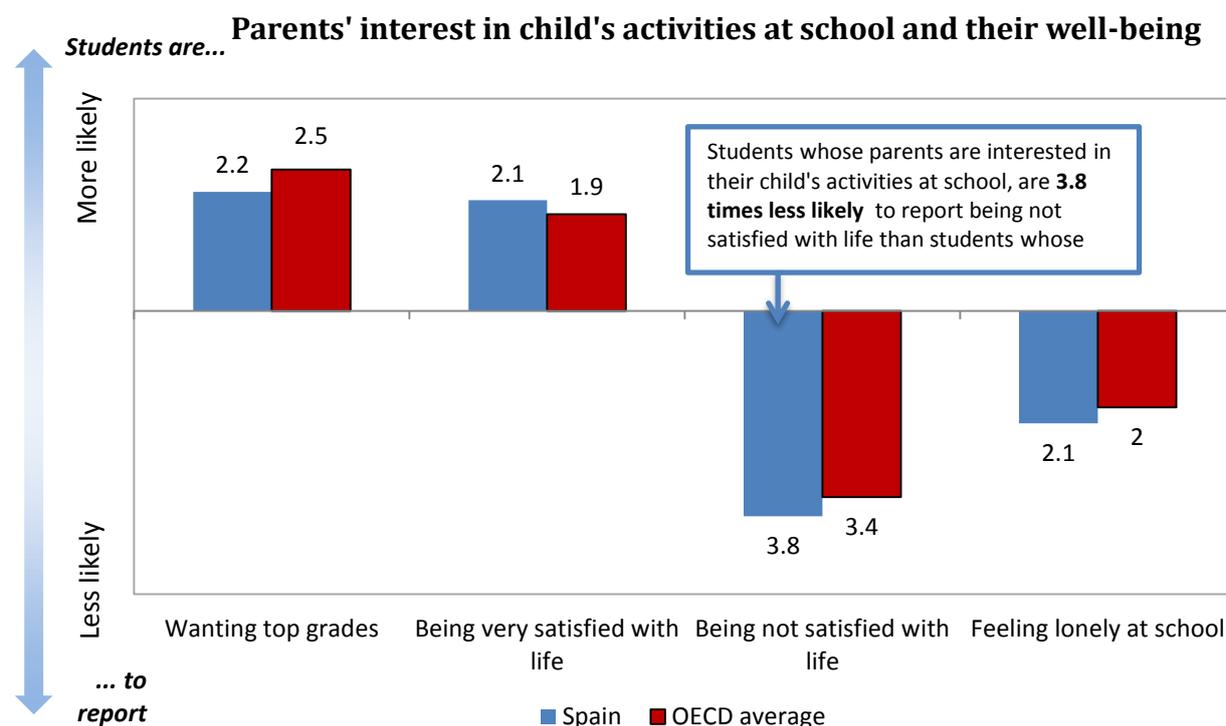
Key results on students' social life at school

- Students in Spain reported the highest sense of belonging at school among all PISA participating countries and economies (Table III.7.6).
- Boys and girls in Spain reported a similar level of sense of belonging at schools (Table III.7.2). Immigrant students in Spain reported a lower level of sense of belonging than non-immigrant students, even if their sense of belonging is still higher than the average of immigrant students in other countries: 9% of non-immigrant students (OECD average: 17%), but 17% of the first generation immigrant students reported feeling like outsiders at school (OECD average: 21%). The share of students feeling like outsiders in school is lower among second generation immigrant students (only 12% of second generation students reported feeling like an outsider; OECD average: 17%) (Table III.7.3). This might either indicate that integration of immigrants unfolds over time in Spain, or that there has been a change in the composition of the immigrant population. (Spain is one of the countries with the largest increase in the share of immigrant students over the last decade.)
- Compared to previous PISA cycles, a higher number of students in Spain 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 Spain, students with a high sense of belonging at school (in the top quarter of the index) reported being 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 81% of Spanish 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).
- Spanish students perceived lower levels of teacher's unfair treatment compared to other OECD countries. Around 13% reported that their teachers disciplined them more harshly than others (OECD average: 14%); 8% 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 much higher share of boys than girls reported that their teachers treated them unfairly. Disadvantaged students in Spain are 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 are 2 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 difference: 2.5 percentage points) (Table III.8.2). Students in the bottom decile of science performance are almost three times more likely than students in the top decile to report being frequently hit or pushed, and more than three times more likely to be the object of nasty rumours (Table III.8.4).
- In Spain, schools with a high incidence of bullying (where more than 10% of the students are frequently bullied) score 21 points lower in science on average compared to schools with a low incidence of bullying (where less than 5% of students are frequently bullied). This difference shrinks to 17 score points when accounting for differences in the socio-economic composition of schools (Table III.8.10).
- About 28% of the Spanish students who reported being frequently bullied, and 8% of the students who are not frequently bullied, reported that they are not satisfied with their life. In Spain, 35% of the students who are frequently bullied, and only 8% of the students who are not frequently bullied, reported feeling like outsiders at school (Table III.8.15).
- In Spain, frequent exposure to any type of bullying is two times 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 (Table III.8.18).
- In Spain, about 63% of the parents of children who are frequently bullied, and 58% 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). This dialogue between parents and

teachers is much more common in Spain than on average across the other countries in PISA that collected data from parents (around 20 percentage points higher).

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

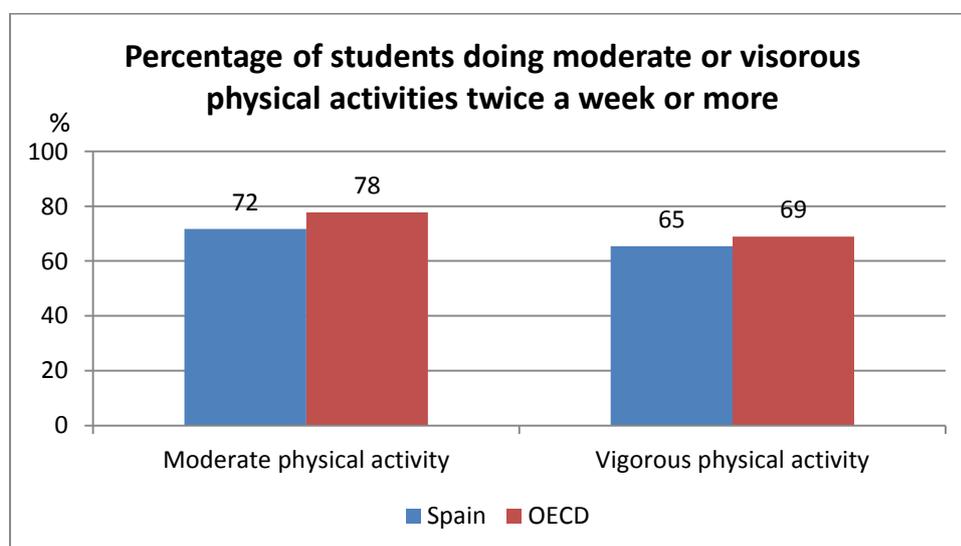
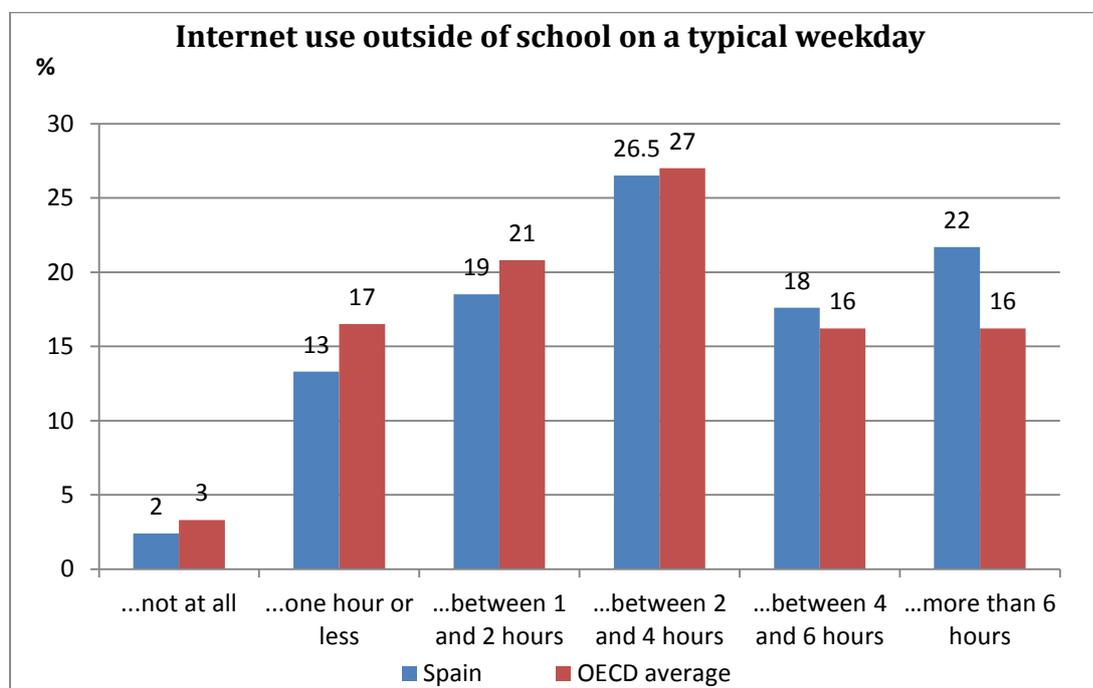
- Parents in Spain are more likely than parents in other countries to report discussing school with their children (74% do it every day or almost every day), eat the main meal with their children around the table (93% do it every day or almost every day), or to spend time just talking with their children (79% do it every day or almost every day) (Table III.9.1).
- Spanish parents frequently discuss their child's development with teachers. In Spain, 71% of the parents reported discussing their child's behaviour with a teacher on their own initiative in the last academic year (OECD average: 56%), 75% discussed their child's progress with a teacher on their own initiative (OECD average: 55%), 67% talked about how to support learning at home and homework with their child's teachers (OECD average: 56%) (Table III.9.1).
- A significant percentage of parents of first-generation immigrant students (18%, OECD average: 21%), and of second-generation immigrant students (14%, OECD average: 17%) reported that their participation in school activities is hindered by insufficient language skills. About 22% of parents of disadvantaged students, and only 7% 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).

- Students who perceive that their parents are interested in their school activities are twice more likely to report that they are very satisfied with their life than students who perceive low level of parental interest (Table III.9.24).
- The 5% of students who reported that their parents are not interested in their school activities perform about 19 points lower in science than other students (OECD average: 28 score points) (Table III.9.22).
- 17% of parents reported that their child watched TV programmes about science and 9% reported that they read books on scientific discoveries regularly or very often at age 10, which is slightly lower than the average of the 18 countries with comparable data (22% and 14%, respectively) (Table III.9.6). The students who engaged in these learning activities at home when they were younger, tend to enjoy science more and perform better in science when they are 15-years-old (Tables III.9.13 and III.9.15).
- In Spain, 7% 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: this percentage doubles among students in less wealthy families (in the bottom quarter of the index). Students from wealthy families are also 11 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 for the average of OECD countries (Table III.10.8).
- In Spain, the level of segregation of children of blue- and white-collar workers in different schools is similar to the OECD average. However, contrary to the OECD average, social segregation at school in Spain is strongly related to the fact that children of white-collar workers tend to attend private schools (46% do), while children of blue-collar workers go to public schools (15% attend private school) (Table III.10.11).
- In Spain as in other OECD countries, children of blue-collar workers are much less likely than children of white-collar workers to expect a managerial occupation (by 20 percentage points) or a university degree (by 34 percentage points). Part of this gap in expectations might be related to school segregation: children of blue-collar workers who attend school where their schoolmates are prevalently from white-collar backgrounds are 1.7 times more likely to expect a managerial occupation and 2 times more likely to expect to complete university than children who attend other schools, after accounting for performance in PISA (Table III.10.15).
- Becoming a teacher is the most popular career aspiration among Spanish girls (13% of girls expect to work as a teacher when they are about 30 years old). Around 10% 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 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

- About 9% boys (OECD average: 6%) and 9% girls (OECD average: 7%) do not engage in any physical activities outside of school (Table III.11.10). 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 (Table III.11.16). Disadvantaged students are more likely than advantaged students (by 8 percentage points) to not engage in any physical activity outside of school (Table III.11.10).

- In Spain, 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 physical activity outside of school (Table III.11.17).
- In Spain, 19% of girls (OECD average: 26%) and 11% 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 (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).
- 74% of boys and 79% of girls in Spain reported helping out around the house before or after school (OECD average: boys, 70%; girls, 75%) (Table III.12.1).
- Between 2012 and 2015, the percentage of students who reported using smartphones at home increased by 25 percentage points in Spain (OECD average: 19 points) (Table III.13.4). Spanish students chat online or use their e-mail during school hours less frequently than the OECD average (Table III.13.12).
- 17% of students in Spain reported that they started using the Internet when they were 6 or younger (OECD average: 17%). This is 2 percentage points more than in 2012 (Table III.13.6). Boys reported spending 206 minutes per day using the Internet during the weekend (OECD average for boys: 186) and 160 minutes during weekdays (OECD average for boys: 147). Girls reported spending 203 minutes online (OECD average for girls: 182) during weekends, and 173 minutes during weekdays (OECD average for girls: 145) (Tables III.13.7, and III.13.8). 69% 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, students' Internet use increased by 65 minutes during weekends (OECD average: 43), and by 59 minutes during weekday (OECD average: 40) (Table III.13.9).
- Disadvantaged students are more likely to play online videogames, but less likely to chat online (Table III.13.13).
- Students who reported using the Internet for more than 6 hours a day during weekdays score 35 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, but this difference is lower 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 are 16 percentage point more likely to arrive late at school and 10 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 they chat online or write e-mail during school-hours (22% 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.

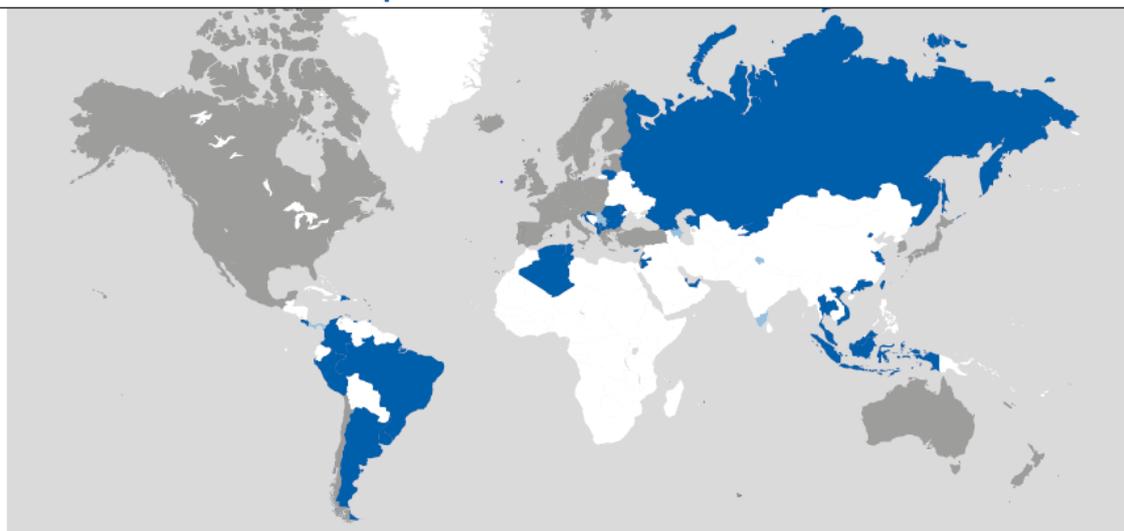
The students

- 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 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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