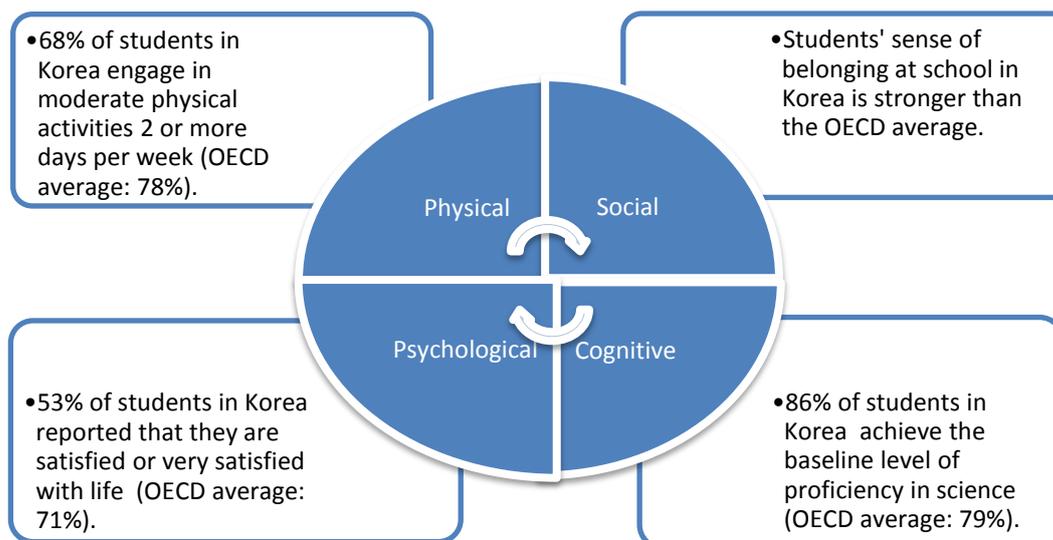


PROGRAMME FOR INTERNATIONAL
STUDENT ASSESSMENT (PISA)
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

Korea

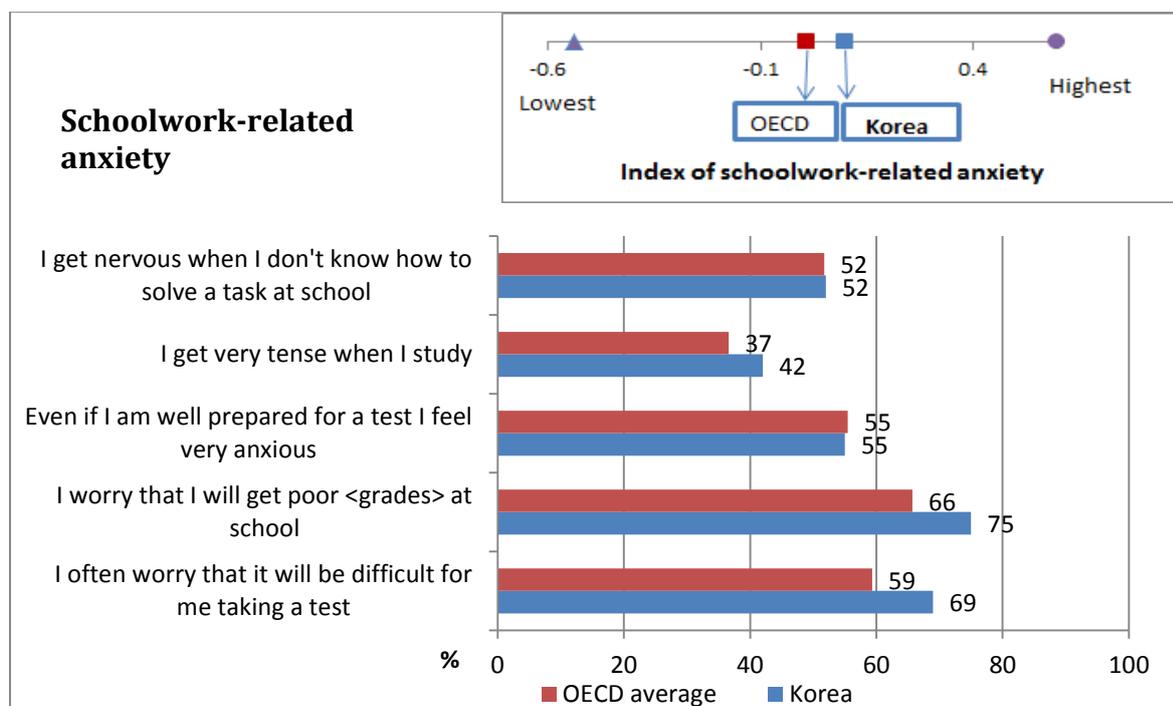
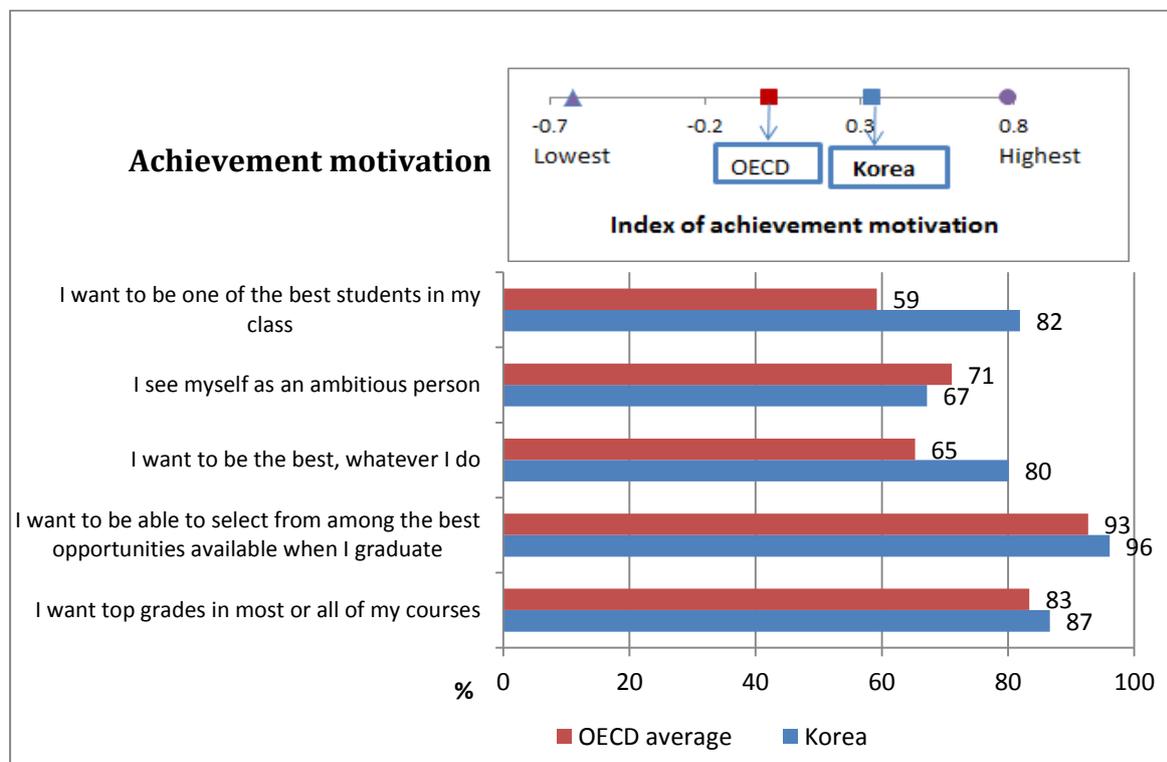


KEY RESULTS

- On average, 15-year-old students in Korea reported a level of 6.4 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2). About 22% of students reported very low life satisfaction (4 or below) (OECD average: 12%) (Table III.3.8). Students who spend more hours learning in and outside of school (those in the top quarter of learning time) reported a life satisfaction level that is 0.5 point higher than students who study fewer hours (those in the bottom quarter of learning time) (OECD average: no significant difference between the two groups) (Table III.3.10).
- Students in Korea reported high achievement motivation levels: 80% of students reported that they want to be the best in whatever they do (OECD average: 65%); 82% want to be one of the best students in their class (OECD average 59%) (Table III.5.1).
- Some 75% of Korean students reported that they worry about getting poor grades at school (OECD average: 66%); 69% often worry that a test will be difficult (OECD average: 59%); and 42% get very tense when they study (OECD average: 37%) (Table III.4.1).
- On average, 12% of students in Korea reported that they are victims of at least one act of bullying at least a few times a month (OECD average: 19%). Some 10% 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 (highest deciles of science performance) were more likely than low-performing students (lowest decile of science performance) to report that others make fun of them whereas the opposite pattern is true on average across OECD countries (Table III.8.4).
- Students in Korea perceive a high level of parental support: 97% of students reported that their parents are interested in their school activities and 93% reported that their parents support them when facing difficulties at school. And yet less than 80% of students reported that they talk to their parents after school (OECD average: 86%) (Tables III.9.18 and III.9.16).
- Some 14% of Korean students do not engage in any physical activities outside of school (OECD average: 7%) (Table III.11.10). Korea is the only OECD country where top-performing students in science engage in moderate physical activities outside of school less than low-performing students (Tables III.11.11a and III.11.11b).
- Korean students are not heavy users of the Internet, on average: students reported using the Internet outside of school for 55 minutes per day on a typical weekday and 107 minutes on a typical weekend (OECD average: 146 and 184 minutes, respectively) (Tables III.13.7 and III.13.8). While there are very few students in Korea who use the Internet for more than 6 hours a day on a typical weekday, a larger share of these extreme Internet users than moderate Internet users reported feeling lonely or awkward at school (Table III.13.19b).

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.



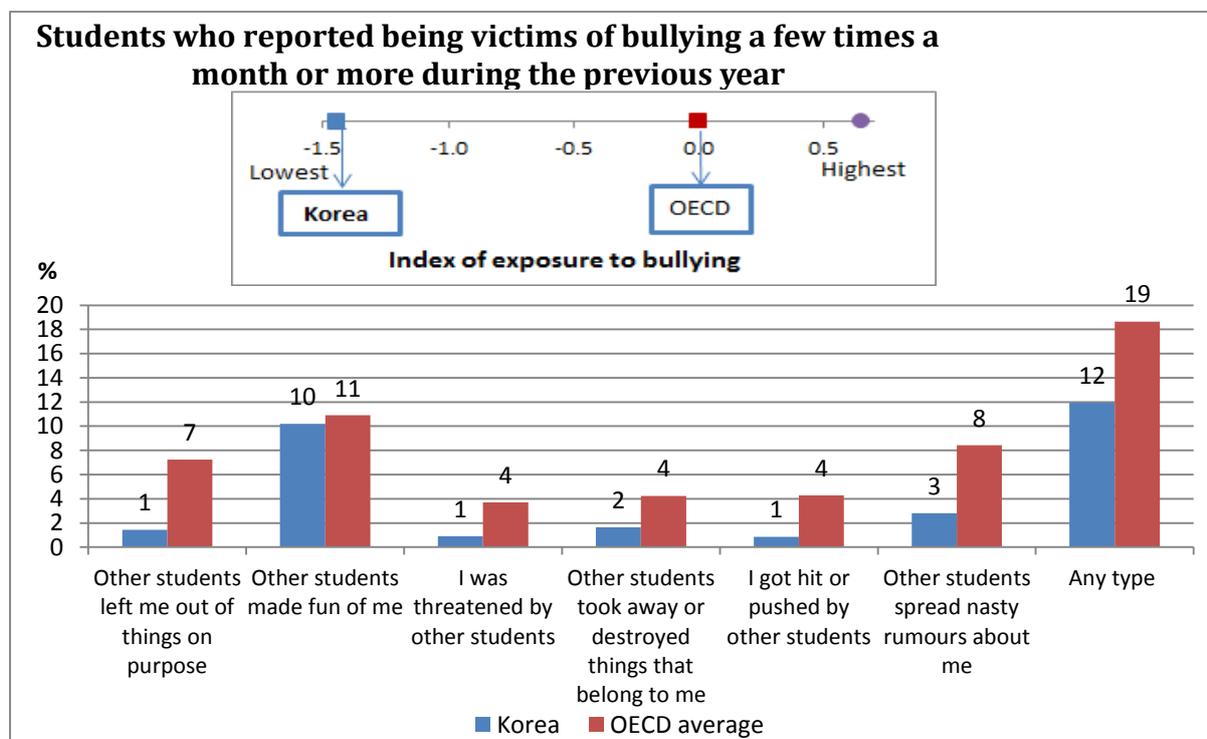
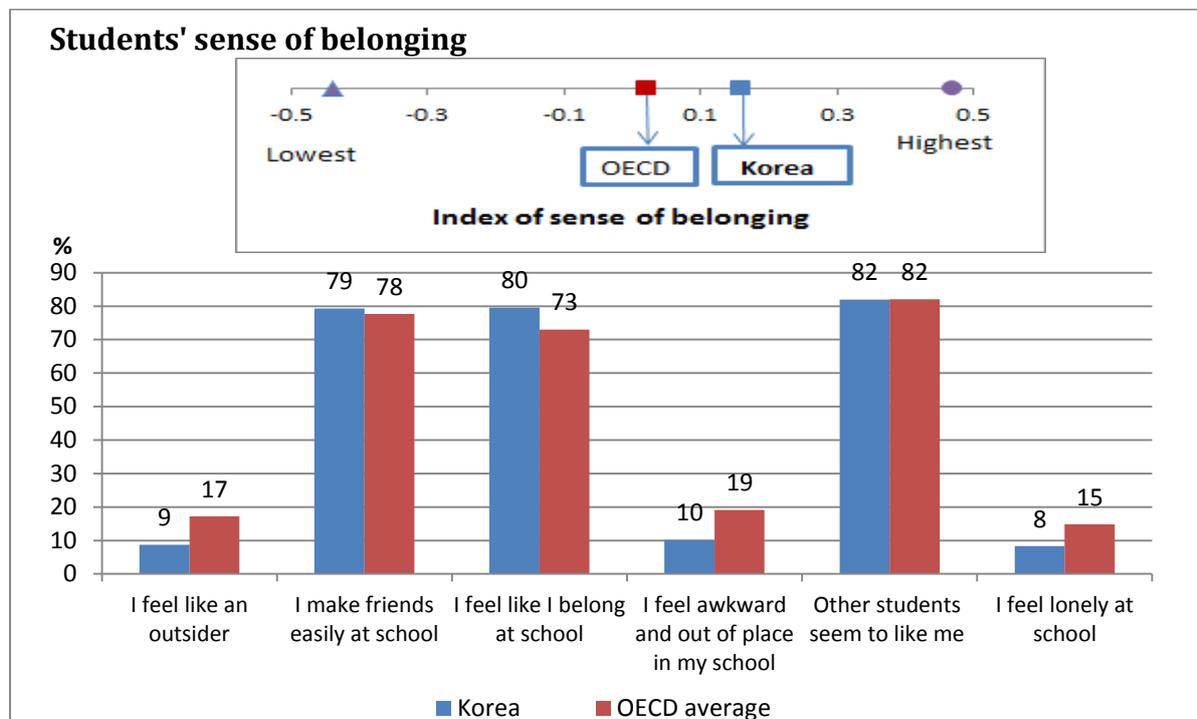
Source: OECD, PISA 2015 Database, Tables III.5.1 and III.4.1.

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

- As in the majority of countries, boys in Korea reported higher life satisfaction than girls (0.5 point higher) (Table III.3.2). Top- and low-performing students in science reported similar levels of life satisfaction (OECD average: 0.12) (Table III.3.4).
- In Korea, 28% of students reported studying less than 40 hours per week in and outside of school (OECD average: 48%), whereas 23% of students reported studying more than 60 hours (OECD average: 13%) (Table III.3.6). Students who study more than 60 hours in and outside of school reported higher life satisfaction than those who study less than 40 hours, by 0.3 point on a scale from 0 to 10 (Table III.3.7).
- Some 68% of students in Korea reported taking additional lessons in science and about 89% take additional mathematics lessons. On average, students take two hours of additional science lessons and five hours of mathematics lessons besides regular instruction. More than one in two students reported that they take additional lessons to improve their grades (51% in 22 OECD countries with comparable data), while only 13% reported that their parents wanted them to attend such lessons (30% in 22 countries with comparable data). Korean students reported that they have been taking additional instruction for six years prior to the PISA test. This is the longest time among the 22 countries with comparable data (Average: four years, except for Thailand: six years) (Table III.3.9).
- Students in the top quarter of the index of achievement motivation (i.e. students who want to be the best in their class, want top grades and are ambitious) score 57 points higher in science – close to the equivalent of two school years – than students in the bottom quarter of the index (OECD average: 37 score points) (Table III.5.5a).
- As in all the other participating countries, girls reported significantly higher levels of schoolwork-related anxiety than boys (Table III.4.2). In Korea, this gender difference is larger among low-performing students in science (Table III.4.4).
- A higher percentage of students in schools where students study more than 50 hours per week, on average (including study both in and outside of school), reported that they feel anxious before a test even if well prepared (by 11 percentage points) than students in schools where students study between 35 to 40 hours, on average (OECD average: 4 percentage points) (Table III.4.10).
- Anxiety might stem from the fact that students associate top grades with better career prospects and that they want to have the best opportunities possible when they graduate. Feeling very anxious even if well prepared is more frequent among students who reported that they want to be able to select from among the best opportunities available when they graduate, by 35 percentage points (OECD average: 13 percentage points) and among students who reported that they want top grades in most or all courses, by 20 percentage points (OECD average: 12 percentage points) (Table III.5.8).
- Around 75% of Korean students expect to complete university education (OECD average: 44%) (Table III.6.1). Girls are more likely than boys (by 10 percentage points) to expect to finish a university degree (OECD average: 9 points) and advantaged students are 32 percentage points more likely than disadvantaged students to expect so (OECD average: 40 points) (Table III.6.2).

Students' social life at school

The **social dimension** of students' well-being refers to the quality of their social lives. It includes students' relationships with their family, their peers and their teachers, and students' feelings about their social life in and outside of school. PISA 2015 measures students' social well-being with questions on students' sense of belonging at school, exposure to bullying, and relationships with teachers.



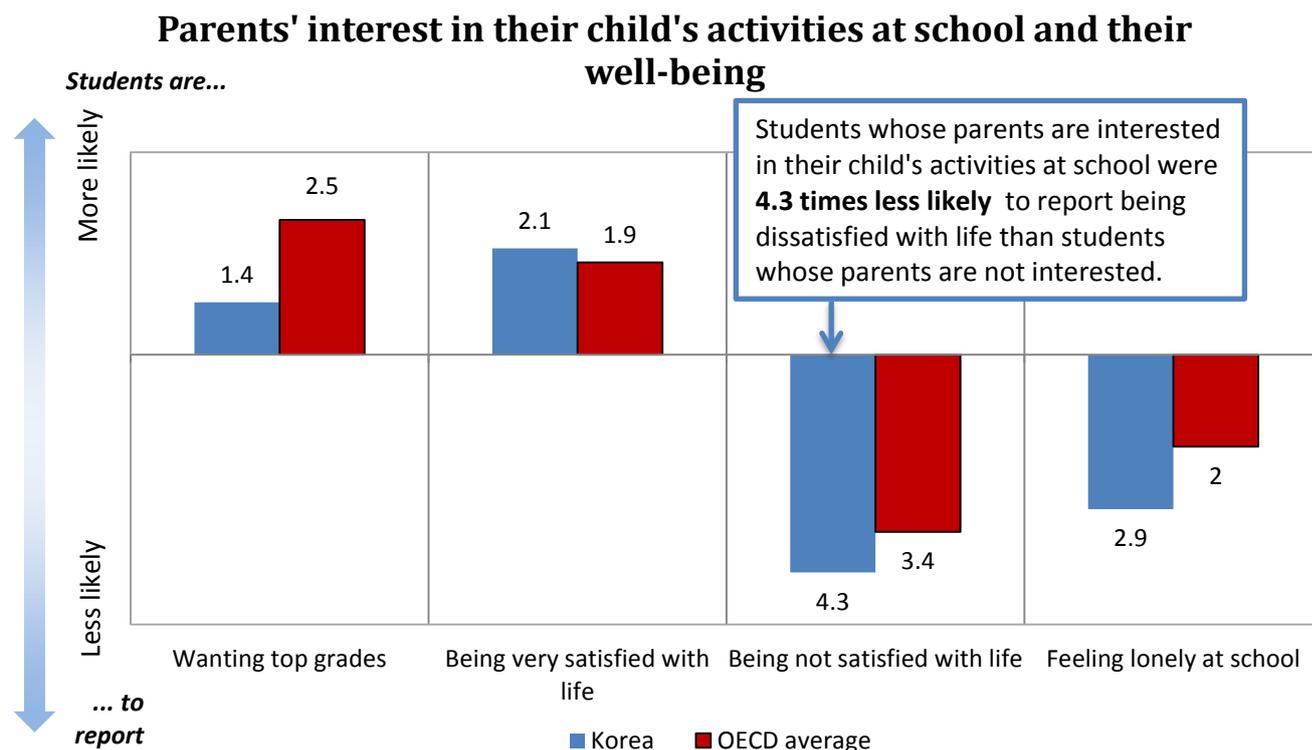
Source: OECD, PISA 2015 Database, Tables III.7.1 and III.8.1.

Key results on students' social life at school

- A higher percentage of girls than boys (by 2.4 percentage points) reported that they feel like an outsider at school (OECD average: no difference) and feel lonely at school (by 3 percentage points) (OECD average: 1 percentage point). Advantaged students reported a stronger sense of belonging than disadvantaged students (Table III.7.2).
- A higher percentage of boys than girls (6 percentage-point difference) reported that their teachers treat them unfairly "a few times a month" or "once a week or more" (OECD average: 7 percentage points) (Table III.7.16). Students who reported that their teacher shows an interest in everyone's learning in science classes every day expressed higher life satisfaction (by 1.7 points, on a scale from 0 to 10) than students with teachers who never showed an interest (OECD average: 0.9 point) (Table III.7.18). Students who perceive support from their teacher in learning science were 1.7 times more likely to report that they feel like they belong at school than students who do not perceive such support from teachers, after accounting for student and school characteristics (OECD average: 1.8 times) (Table III.7.19).
- In Korea, students who participated in PISA were significantly less likely than students in other countries to report that they are exposed to bullying. International differences in such exposure might partly reflect cultural differences in students' reluctance to report in a questionnaire that they have been a victim of bullying.
- Around 7 percentage points more boys than girls (nearly twice as many) reported that they are victims of an act of bullying at least a few times a month (OECD average: 2.5 percentage points) (Table III.8.2). A higher percentage of students who are frequently bullied than students who are not frequently bullied reported feeling like an outsider at school (34 percentage-point difference) and not satisfied with life (16 percentage-point difference) (Table III.8.15).
- Students in the top quarter of the index of exposure to bullying reported lower life satisfaction (by 0.7 point in Korea; OECD average: 1.1 point) than students in the bottom quarter of the index (Table III.8.9).
- Frequent exposure to any type of bullying is twice as likely among Korean 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).
- Some 38% of the parents of children in Korea who are frequently bullied and 42% of the parents of children who are not frequently bullied reported having exchanged ideas on parenting with their child's teachers (Table III.8.19).

Parents and the home environment

Families are the first social unit in which children learn and develop. Good parenting can take different forms and is shaped by various social and cultural influences; but it invariably involves providing their children with the support, care, love, guidance and protection that set the conditions for healthy physical, mental and social development. PISA collects data from students on their perception of parental support, and from parents on activities they do with their children or in their 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

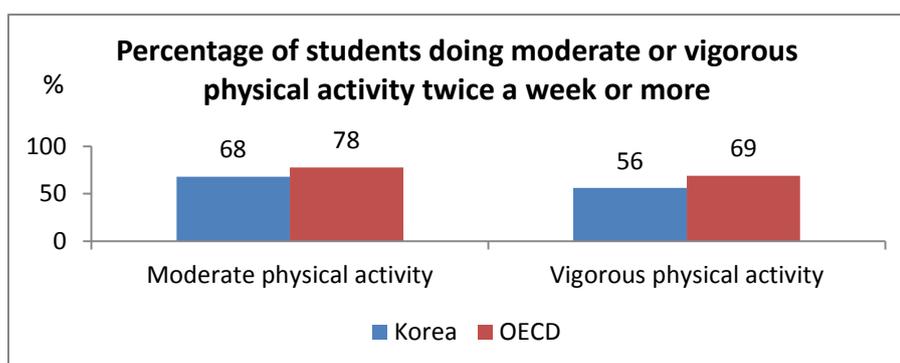
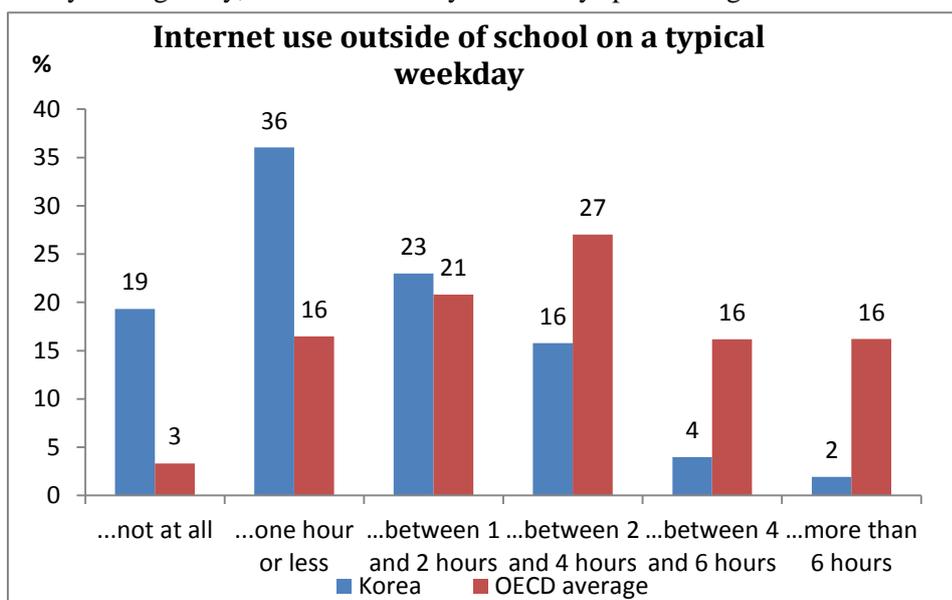
- Advantaged students in Korea reported greater parental interest in school activities and more emotional support from parents than disadvantaged students (by at least 4 percentage points) (Table III.9.19). Similarly a higher percentage (by 5 percentage points) of advantaged students than disadvantaged students reported talking to their parents after school (OECD average: 5 percentage points; no significant difference for talking to parents before school) (Table III.9.17).
- In Korea, 70% of parents reported eating the main meal with their child around a table every day or almost every day (average among 18 countries with comparable data: 82%). Some 54% of parents reported talking to their child every day or almost every day (OECD average: 70%); and around 40% of parents reported that they discussed their child's progress with a teacher on their own initiative in the previous academic year (OECD average: 55%) (Table III.9.1).
- At least 60% of parents in Korea reported that inconvenient meeting times and not being able to get off from work hindered them from participating in their child's school activities (Table III.9.26).
- The 3% of students who reported that their parents are not interested in their school activities score about 47 points lower in science than students who reported that their parents are interested in their school activities (OECD average: 28 score points) (Table III.9.22).
- Students who perceive that their parents are interested in their school activities were twice as likely to report very high life satisfaction (9 and above on a scale from 0 to 10) and to want to get top grades in most or all of their courses (Table III.9.24).
- Some 9% of parents reported that their child watched TV programmes about science (average among 18 countries with comparable data: 22%) and 24% of the parents reported that their child read books on scientific discoveries regularly at the age of 10 (average: 14%) (Table III.9.6). The students who engaged in these learning activities at home when they were younger are more likely to enjoy science and perform better in science when they are 15 years old (Table III.9.13, Table III.9.15). More students whose parents have a university degree

than students whose parents do not have a university degree reported engaging in these activities regularly or very often (Table III.9.7).

- In Korea, 17% of students from wealthy families reported low life satisfaction (4 or below, on a scale from 0 to 10) while 26% of students from less wealthy families (in the bottom quarter of family wealth index) reported so (OECD average: 9% and 16%, respectively) (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, Tables III.13.7 and III.11.9.

Key results on students' use of time outside of school

- Nearly 8% of boys (OECD average: 6%) and 20% of girls (OECD average: 8%) in Korea do not engage in any physical activity outside of school (Table III.11.10). Students who engage in at least 3 days of moderate or vigorous physical activity per week reported higher life satisfaction than students who do not engage in any moderate or vigorous physical activities outside of school (Table III.11.16).
- In Korea, students who exercise or practice sports after school were more satisfied with their life (by 0.5 point; OECD average: 0.5 point) than those who do not (Table III.11.8). Almost

14% of students in Korea do not engage in any moderate physical activity outside of school (OECD average: 7%) (Table III.11.10).

- Unlike other OECD countries, 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 Korea, 24% of girls (OECD average: 26%) and 19% of boys (OECD average: 18%) reported that they do not eat breakfast before school (Table III.11.22). Students who skip breakfast reported significantly lower life satisfaction (0.6 point less on a scale from 0 to 10) than students who reported eating breakfast before school, which could suggest a link between regular breakfast consumption (and healthy feelings about eating) and adolescents' psychological well-being (Table III.11.27).
- About 40% of boys (OECD average: 70%) and girls (OECD average: 75%) in Korea reported helping out around the house before or after school (Table III.12.2).
- Around 8% of boys (OECD average: 29%) and 3% of girls (OECD average: 18%) reported that they work for pay before or after school (Table III.12.7). After accounting for socio-economic status, students in Korea who have a part-time job outside the home score 98 points lower in science (OECD average: 55 points) than students who do not work for pay (Table III.12.8). In Korea, a higher percentage of students who work part time before or after school than those who do not work reported that they expect to finish schooling at the secondary level (by 16 percentage points) (OECD average: 11 percentage points) and reported arriving for school late in the two weeks prior to the PISA test (by 17 percentage points; OECD average: 9 percentage points) (Table III.12.10).
- Between 2012 and 2015, the share of students who reported using a portable laptop or notebook and using a tablet computer at home increased by around 13 percentage points (OECD average: 3 and 30 percentage points, respectively). The percentage of students who reported using a smart phone at home increased by 4 percentage points between 2012 and 2015. In 2015, 91% of students reported using a smartphone (Table III.13.4).
- About 15% of students in Korea reported that they started using the Internet when they were 6 or younger (OECD average: 17%) (Table III.13.6). Boys reported spending 121 minutes per day using the Internet during the weekend (OECD average: 186), and girls reported spending 92 minutes on line during the weekend (OECD average: 182) (Table III.13.8). Around 12% of students strongly agreed that they feel really bad when they can't connect to the Internet (OECD average: 19%) (Table III.13.15).
- A higher percentage of disadvantaged students than advantaged students reported playing online games (by 12 percentage points; OECD average: no difference) and reported using online chat or social networks outside of school (7 percentage point difference; OECD average: 5 percentage points in favour of advantaged students) (Table III.13.13).
- Students who reported using the Internet for more than 6 hours per day on a typical weekday score 33 points lower in science than students who use the Internet less during the weekdays (OECD average: 36 score points) (Table III.13.24a).
- A higher percentage of students who reported using the Internet for more than 6 hours a day during weekdays, compared with students who use the Internet moderately, reported feeling lonely at school (by 7 percentage points; OECD average: 5 points), feeling awkward and out of place at school (by 9 percentage points; OECD average: 8 points) (Table III.13.19a), and reported skipping some classes during the two weeks prior to the PISA test (by 9 percentage points; OECD average: 12 points) (Table 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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