

Exhibit 6.1.17: Students' Well-Being at School

Students' Reports

About the Scale

Students were scored according to the reports regarding six statements on the *Students' Well-Being at School* scale. Cut scores divide the scale into three categories. In Grade 5, students with a **High Sense of Well-Being** had a score at or above the cut score corresponding to selecting the most positive response for three items, the second most positive response for two items, and the third most positive response for one item, on average. In Grade 9, these students scored at or above the cut score corresponding to selecting the most positive response for two items, the second most positive response for two items, and the third most positive response for two items. Grade 5 students with **Little Sense of Well-Being** had a score at or below the cut score corresponding to selecting the most positive response for one item, the second most positive response for three items, and the least positive response for two items, on average. In Grade 9, these students scored at or below the cut score corresponding to selecting the least positive response for two items, the second third most positive response for one item, and the second most positive response for three items. All other students in both grades had **Some Sense of Well-Being**.

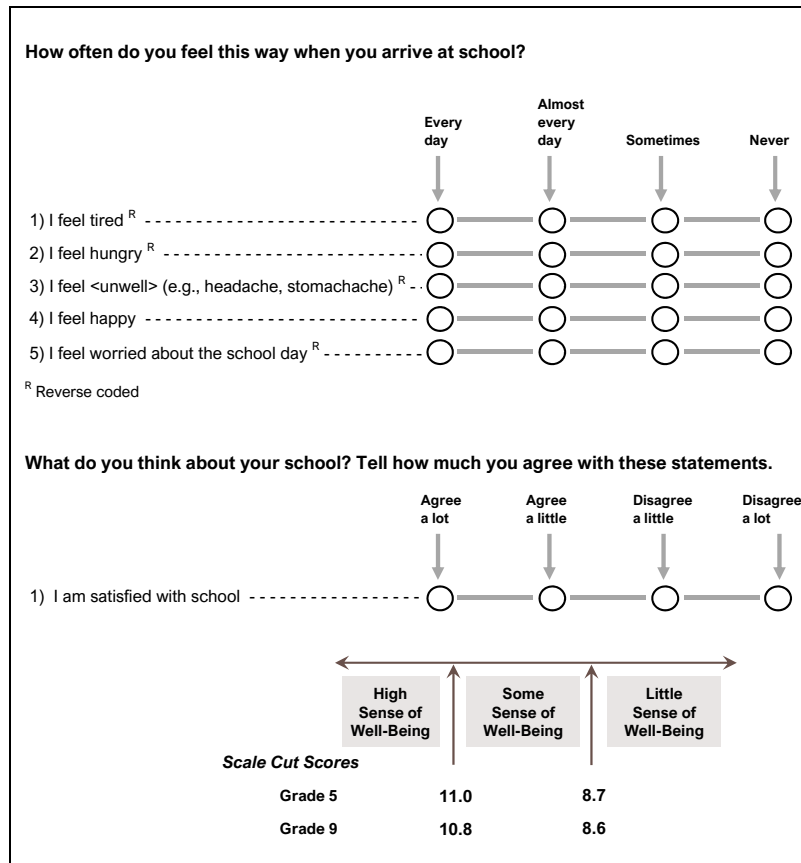


Exhibit 6.1.18a: Students' Well-Being at School and Growth in Achievement
Students' Reports in 2024

Country		High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being	
		Percent of Students	Average Growth	Percent of Students	Average Growth	Percent of Students	Average Growth
Georgia	r	37 (1.2)	25 (4.1)	41 (1.0)	22 (3.6)	22 (1.1)	17 (3.9)
Italy		24 (0.9)	40 (2.7)	50 (0.9)	38 (2.2)	27 (1.0)	37 (2.4)
Jordan	r	21 (1.1)	10 (5.0)	40 (1.1)	15 (4.2)	39 (1.4)	7 (5.6)
Korea, Rep. of	r	28 (0.9)	41 (2.4)	48 (1.0)	42 (1.7)	24 (1.0)	39 (2.5)
Kosovo		38 (1.1)	20 (2.6)	42 (1.3)	17 (2.5)	20 (1.1)	14 (3.2)
Montenegro		32 (0.8)	23 (2.3)	42 (1.0)	21 (1.9)	26 (0.8)	14 (2.7)
North Macedonia		32 (1.0)	22 (3.3)	45 (0.9)	18 (3.0)	23 (0.9)	8 (3.9)
Slovenia		19 (0.9)	44 (2.2)	45 (1.0)	46 (2.0)	36 (1.1)	39 (2.1)
Sweden		32 (1.2)	33 (1.7)	45 (0.8)	30 (1.9)	23 (0.9)	23 (2.0)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

An "r" indicates data are available for at least 70% but less than 85% of the students.

SOURCE: IEA's Trends in International Mathematics and Science Study - TIMSS 2023 Longitudinal
 Downloaded from: <https://timss2023.org/longitudinal/results>

Exhibit 6.1.18b: Students' Well-Being at School and Average Achievement
Average Achievement in 2024 based on Students' Reports in 2024

Country		High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being		Average Scale Score
		Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Georgia	r	37 (1.2)	529 (4.2)	41 (1.0)	523 (4.1)	22 (1.1)	505 (4.3)	10.3 (0.06)
Italy		24 (0.9)	568 (3.4)	50 (0.9)	554 (3.3)	27 (1.0)	537 (4.3)	9.8 (0.05)
Jordan	r	21 (1.1)	458 (7.2)	40 (1.1)	440 (5.4)	39 (1.4)	428 (5.4)	9.5 (0.07)
Korea, Rep. of	r	28 (0.9)	647 (3.4)	48 (1.0)	635 (3.4)	24 (1.0)	620 (3.4)	10.0 (0.04)
Kosovo		38 (1.1)	486 (3.6)	42 (1.3)	470 (4.2)	20 (1.1)	448 (5.9)	10.4 (0.05)
Montenegro		32 (0.8)	510 (2.5)	42 (1.0)	497 (2.2)	26 (0.8)	481 (2.8)	10.1 (0.04)
North Macedonia		32 (1.0)	513 (4.3)	45 (0.9)	498 (3.3)	23 (0.9)	466 (5.3)	10.2 (0.04)
Slovenia		19 (0.9)	570 (3.4)	45 (1.0)	564 (2.3)	36 (1.1)	543 (2.5)	9.4 (0.04)
Sweden		32 (1.2)	571 (4.8)	45 (0.8)	565 (2.7)	23 (0.9)	545 (3.7)	10.1 (0.05)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

Data from this context scale and associated achievement are only available for students participating in TIMSS 2023 Longitudinal in 2024. This scale was not administered in TIMSS 2023.

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Exhibit 6.1.19a: Students’ Well-Being at School and Growth in Achievement
Students’ Reports in 2024

Country		High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being	
		Percent of Students	Average Growth	Percent of Students	Average Growth	Percent of Students	Average Growth
Georgia	r	37 (1.2)	28 (2.8)	41 (1.0)	23 (3.0)	22 (1.1)	15 (3.8)
Italy		24 (0.9)	33 (2.6)	50 (0.9)	33 (1.9)	27 (1.0)	30 (2.6)
Jordan	r	21 (1.1)	20 (6.3)	40 (1.1)	27 (5.3)	39 (1.4)	12 (5.4)
Korea, Rep. of	r	28 (0.9)	32 (2.4)	48 (1.0)	36 (1.8)	24 (1.0)	34 (2.1)
Kosovo		38 (1.1)	23 (2.8)	42 (1.3)	19 (2.2)	20 (1.1)	14 (3.3)
Montenegro		32 (0.8)	23 (2.2)	42 (1.0)	20 (1.8)	26 (0.8)	16 (2.3)
North Macedonia		32 (1.0)	16 (2.7)	45 (0.9)	13 (2.9)	23 (0.9)	4 (3.5)
Slovenia		19 (0.9)	38 (2.7)	45 (1.0)	40 (1.8)	36 (1.1)	36 (1.8)
Sweden		32 (1.2)	31 (2.2)	45 (0.8)	28 (2.1)	23 (0.9)	26 (2.7)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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Exhibit 6.1.19b: Students’ Well-Being at School and Average Achievement
Average Achievement in 2024 based on Students’ Reports in 2024

Country		High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being		Average Scale Score
		Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Georgia	r	37 (1.2)	498 (3.9)	41 (1.0)	490 (3.7)	22 (1.1)	470 (4.5)	10.3 (0.06)
Italy		24 (0.9)	559 (2.8)	50 (0.9)	545 (3.1)	27 (1.0)	528 (4.4)	9.8 (0.05)
Jordan	r	21 (1.1)	461 (8.1)	40 (1.1)	440 (5.5)	39 (1.4)	423 (5.5)	9.5 (0.07)
Korea, Rep. of	r	28 (0.9)	622 (2.8)	48 (1.0)	616 (3.0)	24 (1.0)	606 (3.1)	10.0 (0.04)
Kosovo		38 (1.1)	440 (3.3)	42 (1.3)	425 (3.8)	20 (1.1)	406 (5.2)	10.4 (0.05)
Montenegro		32 (0.8)	496 (2.6)	42 (1.0)	483 (2.5)	26 (0.8)	466 (3.2)	10.1 (0.04)
North Macedonia		32 (1.0)	476 (4.2)	45 (0.9)	456 (3.2)	23 (0.9)	424 (5.0)	10.2 (0.04)
Slovenia		19 (0.9)	580 (3.6)	45 (1.0)	572 (2.1)	36 (1.1)	549 (2.4)	9.4 (0.04)
Sweden		32 (1.2)	568 (4.8)	45 (0.8)	566 (3.6)	23 (0.9)	551 (3.7)	10.1 (0.05)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

Data from this context scale and associated achievement are only available for students participating in TIMSS 2023 Longitudinal in 2024. This scale was not administered in TIMSS 2023.

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Exhibit 6.1.20a: Students’ Well-Being at School and Growth in Achievement
Students’ Reports in 2024

Country	High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being	
	Percent of Students	Average Growth	Percent of Students	Average Growth	Percent of Students	Average Growth
Jordan	31 (1.2)	24 (3.9)	38 (0.9)	19 (3.1)	31 (1.1)	11 (3.5)
Korea, Rep. of	32 (0.8)	10 (2.4)	45 (0.8)	8 (2.1)	23 (0.9)	6 (2.5)
Sweden	42 (1.1)	13 (1.8)	40 (0.7)	15 (1.7)	18 (0.9)	9 (2.4)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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Exhibit 6.1.20b: Students’ Well-Being at School and Average Achievement

Average Achievement in 2024 based on Students’ Reports in 2024

Country	High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Jordan	31 (1.2)	418 (3.9)	38 (0.9)	403 (4.2)	31 (1.1)	400 (3.9)	9.7 (0.07)
Korea, Rep. of	32 (0.8)	624 (4.1)	45 (0.8)	604 (3.3)	23 (0.9)	586 (3.9)	9.9 (0.04)
Sweden	42 (1.1)	549 (3.8)	40 (0.7)	533 (3.1)	18 (0.9)	507 (3.7)	10.3 (0.04)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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Exhibit 6.1.21a: Students’ Well-Being at School and Growth in Achievement

Students’ Reports in 2024

Country	High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being	
	Percent of Students	Average Growth	Percent of Students	Average Growth	Percent of Students	Average Growth
Jordan	31 (1.2)	13 (3.3)	38 (0.9)	11 (3.2)	31 (1.1)	2 (3.2)
Korea, Rep. of	32 (0.8)	11 (2.2)	45 (0.8)	9 (1.9)	23 (0.9)	5 (2.7)
Sweden	42 (1.1)	9 (2.2)	40 (0.7)	9 (2.5)	18 (0.9)	1 (3.0)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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Exhibit 6.1.21b: Students’ Well-Being at School and Average Achievement

Average Achievement in 2024 based on Students’ Reports in 2024

Country	High Sense of Well-Being		Some Sense of Well-Being		Little Sense of Well-Being		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Jordan	31 (1.2)	435 (3.8)	38 (0.9)	422 (4.2)	31 (1.1)	416 (3.8)	9.7 (0.07)
Korea, Rep. of	32 (0.8)	570 (3.7)	45 (0.8)	554 (2.8)	23 (0.9)	538 (3.8)	9.9 (0.04)
Sweden	42 (1.1)	545 (4.4)	40 (0.7)	533 (3.7)	18 (0.9)	505 (5.2)	10.3 (0.04)

This TIMSS context questionnaire scale was established in 2024 based on the combined response distribution of countries that participated in TIMSS 2023 Longitudinal. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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