

Exhibit 6.11: Students' Sense of School Belonging

Reported by Students

Students were scored according to their agreement to seven statements about their *Sense of School Belonging*. Students with a **High Sense of School Belonging** had a score on the scale of at least 10.3, which corresponds to their "agreeing a lot" to four of the seven statements and "agreeing a little" to each of the other three statements, on average. Students with **Little Sense of School Belonging** had a score no higher than 7.5, which corresponds to their "disagreeing a little" to four of the seven statements and "agreeing a little" to each of the other three statements, on average. All other students had a **Sense of School Belonging**.

| Country | High Sense of School Belonging | | Sense of School Belonging | | Little Sense of School Belonging | | Average Scale Score |
|-----------------------|--------------------------------|---------------------|---------------------------|---------------------|----------------------------------|---------------------|---------------------|
| | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement | |
| Morocco | 73 (0.9) | 385 (2.1) | 24 (0.8) | 386 (3.5) | 3 (0.3) | 383 (6.6) | 11.3 (0.05) |
| Jordan | 66 (1.1) | 388 (3.2) | 28 (0.8) | 389 (4.5) | 6 (0.5) | 381 (8.6) | 11.0 (0.06) |
| Kazakhstan | 66 (1.4) | 533 (5.5) | 33 (1.3) | 519 (6.1) | 1 (0.2) | ~ ~ | 11.1 (0.06) |
| Egypt | 63 (1.3) | 400 (4.2) | 30 (1.1) | 386 (5.4) | 7 (0.5) | 388 (7.8) | 10.9 (0.07) |
| Oman | 62 (0.9) | 412 (2.7) | 33 (0.8) | 395 (2.8) | 5 (0.5) | 381 (7.7) | 10.8 (0.04) |
| South Africa (9) | 60 (1.1) | 376 (4.6) | 36 (0.9) | 371 (5.8) | 4 (0.3) | 378 (9.7) | 10.7 (0.05) |
| Turkey | 59 (1.1) | 457 (4.9) | 35 (0.9) | 458 (5.4) | 6 (0.4) | 467 (8.8) | 10.6 (0.05) |
| Thailand | 58 (1.2) | 433 (4.7) | 40 (1.2) | 432 (5.6) | 2 (0.2) | ~ ~ | 10.6 (0.05) |
| Kuwait | 53 (1.5) | 400 (5.4) | 39 (1.2) | 389 (6.0) | 8 (0.6) | 369 (8.2) | 10.3 (0.07) |
| Botswana (9) | 53 (0.8) | 406 (2.3) | 42 (0.8) | 383 (2.9) | 5 (0.4) | 374 (7.3) | 10.4 (0.03) |
| Lebanon | 53 (1.3) | 445 (3.8) | 40 (1.2) | 444 (3.8) | 8 (0.5) | 433 (5.8) | 10.4 (0.06) |
| Norway (9) | 52 (1.5) | 521 (2.3) | 41 (1.2) | 506 (2.9) | 7 (0.5) | 475 (5.5) | 10.4 (0.06) |
| Chile | 50 (1.6) | 435 (3.9) | 39 (1.1) | 425 (3.6) | 11 (0.7) | 406 (4.8) | 10.2 (0.08) |
| Saudi Arabia | 49 (1.5) | 370 (5.2) | 41 (1.2) | 373 (5.2) | 10 (0.8) | 344 (7.4) | 10.2 (0.06) |
| Israel | 49 (1.4) | 514 (4.6) | 41 (1.0) | 515 (4.3) | 10 (0.7) | 490 (6.5) | 10.2 (0.07) |
| Malaysia | 46 (1.3) | 466 (4.2) | 50 (1.1) | 468 (3.8) | 4 (0.5) | 427 (7.6) | 10.1 (0.05) |
| Iran, Islamic Rep. of | 45 (1.3) | 436 (5.8) | 47 (1.1) | 439 (4.4) | 7 (0.5) | 424 (6.7) | 10.0 (0.05) |
| Canada | 45 (1.1) | 538 (2.0) | 48 (0.9) | 525 (2.3) | 7 (0.5) | 495 (4.3) | 10.1 (0.05) |
| Georgia | 44 (1.0) | 463 (3.7) | 51 (1.0) | 448 (4.2) | 5 (0.5) | 443 (8.6) | 10.1 (0.05) |
| New Zealand | 43 (1.2) | 509 (3.8) | 49 (1.0) | 488 (3.5) | 8 (0.5) | 449 (5.8) | 10.0 (0.04) |
| Ireland | 42 (1.3) | 537 (2.7) | 48 (1.0) | 519 (3.1) | 10 (0.7) | 491 (5.9) | 9.9 (0.06) |
| Bahrain | 41 (0.8) | 466 (2.7) | 46 (0.9) | 453 (2.1) | 13 (1.0) | 431 (4.4) | 9.8 (0.05) |
| Australia | 41 (1.1) | 528 (3.4) | 48 (0.9) | 499 (2.8) | 11 (0.5) | 460 (5.0) | 9.8 (0.05) |
| Qatar | 39 (1.3) | 458 (3.7) | 46 (1.2) | 436 (3.6) | 15 (0.6) | 398 (4.8) | 9.7 (0.05) |
| Lithuania | 38 (1.4) | 512 (4.3) | 54 (1.2) | 513 (2.6) | 8 (0.7) | 498 (6.1) | 9.8 (0.05) |
| United States | 37 (0.9) | 538 (3.9) | 49 (0.7) | 514 (2.9) | 14 (0.6) | 485 (3.6) | 9.6 (0.05) |
| Singapore | 37 (0.7) | 638 (3.2) | 55 (0.7) | 615 (3.5) | 9 (0.4) | 589 (5.9) | 9.8 (0.03) |
| Russian Federation | 36 (1.2) | 544 (5.9) | 55 (1.1) | 536 (4.6) | 9 (0.6) | 526 (6.2) | 9.7 (0.05) |
| England | 35 (1.3) | 542 (4.4) | 54 (1.0) | 513 (4.4) | 11 (0.6) | 478 (5.5) | 9.6 (0.05) |
| Sweden | 35 (1.4) | 515 (3.7) | 56 (1.3) | 498 (2.7) | 9 (0.6) | 468 (5.4) | 9.7 (0.06) |
| Malta | 33 (0.8) | 520 (2.3) | 51 (0.8) | 492 (1.6) | 16 (0.6) | 452 (3.6) | 9.5 (0.03) |
| Hong Kong SAR | 31 (1.6) | 616 (5.1) | 55 (1.3) | 591 (4.2) | 14 (0.8) | 560 (7.1) | 9.4 (0.07) |
| Hungary | 30 (1.2) | 532 (5.6) | 57 (1.0) | 511 (4.1) | 13 (0.7) | 489 (5.4) | 9.4 (0.06) |
| United Arab Emirates | 29 (0.8) | 504 (3.7) | 44 (0.7) | 461 (2.1) | 27 (0.7) | 431 (2.9) | 9.1 (0.04) |
| Japan | 27 (1.1) | 599 (3.9) | 60 (0.9) | 586 (2.3) | 13 (0.7) | 565 (4.6) | 9.4 (0.05) |
| Italy | 27 (0.9) | 500 (3.8) | 61 (0.8) | 495 (2.8) | 12 (0.8) | 479 (4.4) | 9.3 (0.04) |
| Chinese Taipei | 27 (0.9) | 617 (3.4) | 63 (0.7) | 597 (2.4) | 10 (0.5) | 568 (6.0) | 9.4 (0.04) |
| Korea, Rep. of | 24 (0.9) | 621 (3.9) | 69 (0.8) | 605 (2.6) | 7 (0.5) | 568 (6.2) | 9.4 (0.04) |
| Slovenia | 12 (0.7) | 527 (4.7) | 66 (0.9) | 519 (2.3) | 22 (1.0) | 502 (2.9) | 8.5 (0.04) |
| International Avg. | 44 (0.2) | 492 (0.7) | 47 (0.2) | 479 (0.6) | 9 (0.1) | 458 (1.0) | |

This TIMSS questionnaire scale was established in 2015 based on the combined response distribution of all countries that participated in TIMSS 2015. 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.
A tilde (~) indicates insufficient data to report achievement.

SOURCE: IEA's Trends in International Mathematics and Science Study - TIMSS 2015

Exhibit 6.11: Students' Sense of School Belonging (Continued)

| Country | High Sense of School Belonging | | Sense of School Belonging | | Little Sense of School Belonging | | Average Scale Score |
|----------------------------------|--------------------------------|---------------------|---------------------------|---------------------|----------------------------------|---------------------|---------------------|
| | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement | |
| Benchmarking Participants | | | | | | | |
| Norway (8) | 61 (1.4) | 495 (2.0) | 33 (1.2) | 481 (2.8) | 5 (0.5) | 444 (5.7) | 10.8 (0.06) |
| Buenos Aires, Argentina | 52 (1.4) | 404 (5.0) | 40 (1.1) | 390 (5.1) | 8 (0.7) | 375 (10.9) | 10.3 (0.06) |
| Ontario, Canada | 48 (1.6) | 533 (2.6) | 44 (1.3) | 519 (2.9) | 8 (0.8) | 488 (5.3) | 10.2 (0.07) |
| Dubai, UAE | 44 (0.7) | 534 (3.0) | 43 (0.7) | 507 (2.5) | 13 (0.3) | 457 (3.4) | 10.0 (0.03) |
| Quebec, Canada | 38 (1.4) | 559 (3.3) | 58 (1.3) | 539 (4.2) | 5 (0.4) | 521 (6.4) | 9.8 (0.05) |
| Florida, US | 27 (2.0) | 513 (8.5) | 52 (1.3) | 496 (6.1) | 21 (1.6) | 466 (7.0) | 9.1 (0.09) |
| Abu Dhabi, UAE | 21 (2.0) | 484 (11.0) | 42 (1.3) | 441 (4.9) | 36 (1.6) | 420 (4.1) | 8.7 (0.10) |

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015

