

## 4. WHAT MAKES A SCHOOL SUCCESSFUL?

### How favourable is the learning climate in schools?

- In most countries, teachers and students enjoy good relations. Student-teacher relations are weakest in Japan, Korea, Poland and Slovenia.
- In most countries, classrooms are orderly most of the time. Classroom disorder is reported most frequently in Finland, Greece, the Netherlands and the partner country Argentina.

#### What it means

Research into what makes schools effective finds that learning requires an orderly and co-operative environment, both in and outside the classroom. PISA results show that students who reported having good relations with teachers and a strong disciplinary climate in the classroom tend to perform better in reading.

#### Findings

Students in both OECD and partner countries and economies are generally satisfied with the quality of their relationships with teachers. For example, 85% of students agreed or strongly agreed that they get along with most of their teachers, and 79% reported that teachers are available if students need extra help.

Nevertheless, there are considerable variations in the strength of teacher-student relations. Overall, they are strongest in Canada, Portugal, Turkey, the United States and the partner countries and economy Albania, Azerbaijan, Colombia, Dubai (UAE), Jordan, Kazakhstan, Kyrgyzstan, Panama and Peru. Teacher-student relations are weakest in Japan, Korea, Poland and Slovenia.

One aspect of these relations that varies greatly across countries is whether students feel that teachers are interested in their well-being. Only 28% of students in Japan and 30% in Slovenia believe this, compared to over 80% in the United States.

A majority of students in all countries enjoy orderly classrooms. For example, on average across OECD countries, three-quarters of students reported never or only in some lessons are they not able to start class work as soon as lessons begin. The most common form of disruption reported is noise, with nearly one-third of students reporting that it affects learning in most or all lessons. On the other hand, less than one-fifth of students reported that disruption prevents them from working well in most or all lessons.

Overall, the disciplinary climate is most favourable in Japan, Korea, Germany and the partner countries and

economies Albania; Azerbaijan; Hong Kong, China; Indonesia; Kazakhstan; Kyrgyzstan; Latvia; Lithuania; Montenegro; Romania; the Russian Federation; Shanghai, China and Thailand. It is least favourable in Finland, Greece, the Netherlands and the partner country Argentina. In these countries, between 40% and 50% of students reported that there is noise and disorder in most or all classes.

The greatest variation in disciplinary climate is reported in Austria, Ireland, Luxembourg and Slovenia. In these countries, some students enjoy relatively orderly classrooms while others reported that their lessons were regularly disrupted. Some of this variation occurs within schools. However, in the Czech Republic, Estonia, Italy, Japan, Slovenia and the partner country Latvia, differences in disciplinary climate are most closely linked to the particular school a student attends.

#### Definitions

For information on teacher-student relations, PISA 2009 asked students to report the extent of their agreement with several statements, including whether they get along with the teachers, whether teachers are interested in their personal well-being and whether teachers take the student seriously. For questions on disciplinary climate, students were asked to describe the frequency with which interruptions occur in reading lessons. To determine the extent to which teacher-related behaviours affect student learning, school principals were asked to report the extent to which they perceived learning in their schools to be hindered by such factors as teachers' low expectations of students, poor student-teacher relations and absenteeism among teachers.

Information on data for Israel: <http://dx.doi.org/10.1787/888932315602>.

#### Going further

Further analysis is presented in Chapter 4 of *PISA 2009 Results Volume IV, What Makes a School Successful? Resources, Policies and Practices*. Data on individual countries and economies are shown in Tables IV.4.1 and IV.4.2 at the back of that volume.

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### How favourable is the learning climate in schools?

Table 4.7. Strength of teacher-student relations and disciplinary climate

	Teacher-student relations					Disciplinary climate				
	% of students agreeing or strongly agreeing with the following statements					% of students reporting that the following phenomena happen "never or hardly ever" or "in some lessons"				
	I get along well with most of my teachers.	Most of my teachers are interested in my well-being.	Most of my teachers really listen to what I have to say.	If I need extra help, I will receive it from my teachers.	Most of my teachers treat me fairly.	Students don't listen to what the teacher says.	There is noise and disorder.	The teacher has to wait a long time for the students to quieten down.	Students cannot work well.	Students don't start working for a long time after the lesson begins.
<b>OECD</b>										
Australia	85	78	71	84	85	68	61	71	82	76
Austria	87	59	61	67	77	73	74	71	77	70
Belgium	83	63	67	84	86	72	63	68	85	71
Canada	89	80	74	89	88	71	61	72	82	73
Chile	85	74	72	77	71	74	63	65	82	70
Czech Republic	80	67	57	78	72	63	66	68	75	70
Denmark	89	79	71	79	85	72	65	78	88	82
Estonia	86	76	60	85	75	70	69	73	80	78
Finland	87	49	63	84	80	60	52	63	80	68
France	78	53	62	80	88	64	56	64	76	63
Germany	85	58	69	71	77	85	84	78	82	81
Greece	87	66	62	63	65	55	58	62	56	65
Hungary	86	68	79	77	74	71	71	69	80	78
Iceland	88	73	74	82	80	74	67	73	84	81
Ireland	82	76	63	77	81	64	65	70	81	75
Israel	83	61	68	70	80	78	75	73	77	74
Italy	82	72	62	77	79	66	68	70	81	74
Japan	73	28	63	64	74	92	90	93	87	91
Korea	79	60	57	83	75	90	77	88	90	87
Luxembourg	82	59	63	72	78	60	65	64	71	64
Mexico	86	77	77	78	75	79	73	79	83	77
Netherlands	87	61	66	85	85	68	59	63	81	55
New Zealand	88	77	73	87	86	68	61	68	82	74
Norway	84	57	55	74	74	67	61	66	77	67
Poland	81	35	60	73	71	67	74	74	79	80
Portugal	94	89	82	90	82	78	76	80	86	79
Slovak Republic	85	71	66	79	75	67	74	73	81	75
Slovenia	80	30	56	74	74	59	66	68	78	70
Spain	82	70	67	68	79	73	74	73	83	73
Sweden	89	75	71	82	82	75	67	71	83	76
Switzerland	85	69	70	82	83	72	74	74	81	76
Turkey	86	88	78	87	69	86	77	74	77	78
United Kingdom	86	78	69	88	83	73	68	74	86	81
United States	90	81	74	88	89	76	72	79	87	82
OECD average	85	66	67	79	79	71	68	72	81	75
<b>Partners</b>										
Albania	89	86	89	92	94	89	88	86	87	88
Argentina	83	75	73	68	80	67	57	73	74	66
Azerbaijan	90	77	86	91	89	90	90	88	87	86
Brazil	86	81	74	78	83	75	60	67	76	63
Bulgaria	85	53	71	80	73	69	72	73	75	77
Colombia	86	82	75	79	91	82	78	81	88	77
Croatia	87	65	60	69	70	59	68	69	75	73
Dubai (UAE)	89	83	75	87	79	77	72	73	83	77
Hong Kong, China	89	71	67	89	82	87	88	89	88	86
Indonesia	93	82	63	85	91	84	75	79	84	84
Jordan	83	81	77	80	71	81	75	74	76	74
Kazakhstan	93	83	80	93	89	88	93	91	88	92
Kyrgyzstan	90	69	75	89	87	86	88	84	82	86
Latvia	86	65	69	85	82	78	78	79	86	86
Liechtenstein	82	66	66	78	75	71	81	76	79	80
Lithuania	85	56	66	78	80	78	82	84	84	84
Macao, China	83	64	53	78	71	80	86	84	85	80
Montenegro	89	69	75	76	79	72	82	80	82	81
Panama	90	83	77	79	89	77	73	75	81	76
Peru	88	81	82	85	83	83	77	85	85	82
Qatar	78	77	71	80	74	72	68	66	73	70
Romania	89	62	77	74	84	89	89	89	89	87
Russian Federation	88	76	73	82	80	81	86	85	85	89
Serbia	89	86	69	72	80	63	74	74	79	75
Shanghai, China	89	81	79	90	85	85	88	90	87	89
Singapore	91	81	74	88	87	78	70	77	87	83
Chinese Taipei	88	72	64	89	83	78	81	80	84	78
Thailand	87	77	82	83	87	91	85	86	91	91
Trinidad and Tobago	84	80	67	82	78	71	69	66	81	75
Tunisia	83	51	72	77	81	76	62	66	69	65
Uruguay	88	71	81	67	73	74	67	69	80	74

Source: OECD (2010), PISA 2009 Results, Volume IV, What Makes a School Successful?: Resources, Policies and Practices, Figure IV.4.2, available at <http://dx.doi.org/10.1787/888932343418>.



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