

Table V.3. Snapshot of students' predispositions to learning

Percentage of students reporting:								
	More than half of the time they ask questions when they do not understand the mathematics material		Agreeing or strongly agreeing they love learning new things		More than half of the time they try to connect new material to what they have learned in previous mathematics lessons		Agreeing or strongly agreeing they like schoolwork that is challenging	
	More self-efficacy <sup>1</sup>	Difference between more and less self-efficacy <sup>1</sup>	More self-efficacy <sup>1</sup>	Difference between more and less self-efficacy <sup>1</sup>	More anxiety <sup>2</sup>	Difference between more and less anxiety <sup>2</sup>	More anxiety <sup>2</sup>	Difference between more and less anxiety <sup>2</sup>
	%	% dif.	%	% dif.	%	% dif.	%	% dif.
OECD average	61.8	29.5	62.1	23.9	39.3	-15.9	36.9	-21.5
Iceland	86.4	44.3	63.4	35.3	42.7	-20.9	34.8	-27.5
Albania	80.4	43.2	88.1	25.2	46.9	-29.3	73.5	-16.5
Uzbekistan	80.1	39.8	85.4	14.1	42.6	-34.0	59.7	-20.2
Denmark*	75.8	37.6	61.7	34.9	33.3	-27.0	37.5	-27.7
United Arab Emirates	74.3	39.5	74.3	26.9	40.7	-29.1	50.3	-26.3
Sweden	72.5	36.4	m	m	40.7	-19.2	m	m
Israel	70.8	29.2	m	m	m	m	m	m
Dominican Republic	69.4	31.1	87.7	20.8	40.6	-23.5	60.1	-17.3
Mongolia	69.0	43.8	87.9	10.9	31.5	-29.3	48.1	-27.5
Australia*	68.9	32.3	65.4	39.8	40.9	-20.1	36.0	-25.3
Qatar	68.6	37.8	76.8	32.7	41.1	-26.4	45.9	-29.0
Georgia	68.4	38.4	73.7	13.9	41.5	-18.5	41.9	-20.1
Jordan	67.8	38.6	75.6	17.0	35.6	-27.2	61.4	-18.9
Canada*	67.5	27.1	61.5	30.6	47.1	-17.0	40.7	-24.6
Chile	67.4	29.3	79.0	21.2	51.3	-11.7	48.5	-19.2
Norway	67.3	42.4	60.3	32.8	32.2	-26.2	28.2	-32.8
Uruguay	67.1	30.3	75.9	17.2	45.9	-13.0	65.5	-7.5
New Zealand*	67.0	30.3	64.0	35.4	35.0	-15.6	36.0	-23.0
Singapore	66.4	25.5	69.5	27.3	41.2	-19.3	36.2	-30.7
Paraguay	66.2	27.7	85.9	14.6	38.7	-18.1	m	m
Costa Rica	65.9	17.7	80.2	12.3	50.4	-7.1	52.0	-23.6
Germany	65.3	30.4	50.1	26.2	40.1	-17.5	25.0	-28.6
Guatemala	65.3	19.2	89.8	6.8	52.5	-16.5	m	m
Colombia	65.1	24.4	87.8	8.4	50.3	-13.1	77.0	-6.0
Saudi Arabia	65.1	39.3	76.1	26.1	32.6	-30.5	59.3	-19.6
Jamaica*	64.9	31.0	80.1	12.7	44.6	-14.9	26.3	-32.2
Morocco	64.8	35.6	88.4	14.3	26.5	-31.5	67.1	-9.7
United States*	64.7	27.3	m	m	47.5	-12.9	m	m
Portugal	64.7	37.3	84.2	22.6	38.0	-20.3	60.2	-12.2
Panama*	64.5	27.3	82.6	9.6	58.3	-1.1	68.9	-13.3
Ireland*	64.4	28.8	61.7	31.2	39.9	-12.9	28.3	-26.7
Spain	64.0	27.0	61.0	20.0	44.8	-7.6	51.3	-11.1
Malta	63.9	34.2	65.3	25.5	41.1	-24.2	29.2	-28.9
North Macedonia	63.4	32.4	64.4	13.9	35.6	-31.6	64.5	-14.9
Switzerland	63.2	26.3	61.9	25.1	42.2	-11.3	33.6	-20.8
Peru	63.1	29.0	92.8	14.5	44.3	-20.7	62.6	-19.6
Austria	63.1	21.4	56.6	22.5	51.2	-7.0	25.3	-27.8
Greece	62.6	36.8	73.2	15.6	39.3	-23.9	54.1	-11.2
Moldova	62.6	36.7	70.4	14.3	38.7	-18.6	52.5	-12.2
United Kingdom*	61.7	28.2	55.6	29.3	38.2	-15.1	34.2	-29.8
Lithuania	61.5	35.6	49.9	22.6	39.0	-16.6	23.4	-28.4
Netherlands*	61.4	23.6	45.1	18.7	33.4	-14.3	30.3	-14.0
Malaysia	61.1	37.8	79.3	23.9	31.6	-11.7	33.2	-28.0
Slovak Republic	60.7	29.4	63.2	20.5	36.7	-18.1	27.7	-22.8

Table V.3. Snapshot of students' predispositions to learning [2/2]

Percentage of students reporting:								
	More than half of the time they ask questions when they do not understand the mathematics material		Agreeing or strongly agreeing they love learning new things		More than half of the time they try to connect new material to what they have learned in previous mathematics lessons		Agreeing or strongly agreeing they like schoolwork that is challenging	
	More self-efficacy <sup>1</sup>	Difference between more and less self-efficacy <sup>1</sup>	More self-efficacy <sup>1</sup>	Difference between more and less self-efficacy <sup>1</sup>	More anxiety <sup>2</sup>	Difference between more and less anxiety <sup>2</sup>	More anxiety <sup>2</sup>	Difference between more and less anxiety <sup>2</sup>
	%	% dif.	%	% dif.	%	% dif.	%	% dif.
OECD average	61.8	29.5	62.1	23.9	39.3	-15.9	36.9	-21.5
Türkiye	60.5	34.0	75.3	15.6	39.1	-21.6	20.0	-31.6
Latvia*	60.3	32.3	53.2	21.0	39.3	-13.2	12.9	-32.4
Bulgaria	59.0	33.5	68.0	19.6	34.9	-31.0	46.7	-18.6
Serbia	58.5	34.2	61.1	19.7	38.1	-19.2	51.0	-7.7
Italy	57.9	20.3	62.4	20.8	34.3	-11.5	59.6	-6.4
Mexico	57.3	29.7	83.6	12.5	46.3	-14.5	68.9	-10.8
Hungary	57.1	30.3	59.7	20.8	36.7	-16.9	44.1	-20.8
Argentina	57.0	29.7	74.5	19.3	33.6	-15.1	47.2	-17.9
Belgium	56.9	21.0	53.7	14.1	36.2	-8.1	41.8	-9.7
France	56.5	32.0	61.4	19.4	32.6	-11.4	18.3	-20.2
Cambodia	56.3	27.9	84.2	16.3	27.1	-15.3	m	m
Montenegro	55.9	29.6	65.3	13.3	37.7	-24.9	60.4	-16.2
Korea	55.4	43.0	76.1	29.8	33.9	-23.6	36.6	-24.2
Viet Nam	54.9	21.7	89.8	8.0	50.0	-21.5	m	m
Brazil	54.4	26.8	75.8	19.9	35.6	-14.9	43.4	-16.3
Finland	53.7	28.5	53.6	35.1	32.5	-22.0	22.0	-35.1
Estonia	52.9	24.9	53.8	30.5	36.9	-13.1	28.5	-23.0
Czechia	50.9	26.4	44.1	24.2	37.5	-14.9	34.3	-16.3
Philippines	50.7	23.9	87.4	18.1	m	m	m	m
Romania	50.7	29.8	74.4	15.7	40.1	-13.9	58.3	-8.2
Croatia	50.2	21.8	54.8	20.6	39.8	-17.7	39.8	-18.1
Brunei Darussalam	50.0	22.8	71.4	19.1	36.7	-2.7	28.1	-19.1
Japan	48.4	19.9	m	m	21.2	-17.5	m	m
Slovenia	45.9	22.8	51.8	21.8	41.3	-20.0	17.3	-15.5
Poland	40.1	21.8	35.7	19.5	34.7	-9.1	28.5	-21.4
El Salvador	m	m	m	m	44.4	-20.2	69.3	-13.0
Kazakhstan	m	m	m	m	42.5	-21.0	44.3	-20.4
Indonesia	m	m	m	m	m	m	m	m
Thailand	m	m	m	m	m	m	m	m
Baku (Azerbaijan)	76.9	42.1	71.2	17.9	42.0	-32.7	47.6	-26.1
Cyprus	68.8	38.4	58.5	22.3	40.8	-23.3	33.7	-18.7
Kosovo	65.4	33.3	84.8	8.4	43.2	-17.8	69.6	-14.5
Palestinian Authority	59.1	32.9	77.1	16.5	36.1	-23.1	62.5	-15.9
Ukrainian regions (18 of 27)	56.9	35.6	59.3	29.3	32.5	-17.5	61.5	-11.7
Hong Kong (China)*	48.5	29.8	71.8	34.3	26.8	-22.9	37.1	-32.1
Macao (China)	45.1	27.8	65.8	31.3	22.0	-23.7	25.6	-35.9
Chinese Taipei	39.4	28.4	65.9	27.4	20.0	-23.7	34.0	-27.9

\* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4).

1. Students who reported more (less) self-efficacy in mathematics are those in the top (bottom) quarter of the index of self-efficacy in mathematics in their own country/economy.

2. Students who reported more (less) anxiety in mathematics are those in the top (bottom) quarter of the index of mathematics anxiety in their own country/economy.

Note: Values that are statistically significant are marked in bold (see Annex A3).

Countries and economies are ranked in descending order of the percentage of students reporting asking questions when they do not understand the mathematics material among students with more mathematics self-efficacy.

Source: OECD, PISA 2022 Database, Tables V.B1.4.7, V.B1.4.8, V.B1.4.18 and V.B1.4.19.

The StatLink URL of this table is available below Snapshot Table V.7.