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# NOTE D'INFORMATION

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## Results of the first school climate survey among secondary school staff in the French education system

- In spring 2019, the secondary school staff of the French Ministry of Education responded to a school climate survey. Overall, they have a positive perception of the school climate within their establishment. The vast majority of them consider their relations with the members of the educational community to be good or very good. Men and women have a fairly similar view of the school climate. Nine out of ten staff say that they do tasks that they enjoy. However, six out of ten staff say that they do not have enough time to do them well. Three quarters of the staff feel that they are recognised by their superiors. Teachers in the public sector rate the working climate and conditions less positively than other public sector staff. In « priority education » (PE) networks and in vocational upper secondary schools, the school climate is certainly judged to be less good in certain respects, but the working conditions described are rather favourable. Among the serious incidents with which staff are confronted, we find protests or refusals to teach (35%, but this is very rarely related to the personal beliefs of pupils), mockery or insults (24%) and threats (12%).

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► During the spring of 2019, the Directorate for Evaluation, Forecasting and Performance (DEPP) conducted for the first time a school climate survey among secondary school staff in the French education system. This national

survey was conducted among a representative sample of people working in a school in France (metropolitan and overseas departments). Nearly 45,000 people responded, including teachers (including those in the private

sector), management staff, school life staff, and administrative, technical and medico-social staff in the public service. The survey has a twofold objective: on the one hand, to assess the school climate and working

### ► 1 Staff opinion on school climate during 2018-2019 (%)

Domain			All staff	public teachers	Government-dependent private school teachers	Non-teachers
Teaching and learning	Feeling quite good or rather good	- in its school	85.1	82	88.9	89.7
		- in its function	83.9	80.7	90.2	87.6
	Pupils learn quite or rather well in the school		62.3	51.8	77.2	77.5
	The rules of collective life are quite well or rather well applied		69.7	62.2	81.1	80
Completely or somewhat satisfied	- of school climate in the school	74.4	67.4	89.7	81.3	
	- of its work	80.8	75.4	88.7	88.7	
Relational	Relations are good or very good with	- the students	95.2	93.8	97.6	97.1
		- teachers	95	94.4	95.8	96
		- management staff	86.8	83.5	87.8	93.6
		- administrative staff	96	95.5	96.8	96.7
		- technical staff	98	98	98.2	98.1
		- school life staff	94	92.7	96.7	95.6
		- health and social staff	95.4	94.4	97.4	97
	Completely or rather respected by the students		91.6	89.7	96	93.1
	Quite or rather considered by the direct hierarchy		78.3	75.2	81.5	83.6
	Completely or rather respected by the parents		86.9	85	88.4	90.5
Safe	Parents are very well or rather well received in the school		95.7	95.1	97.7	96
	All the staff of the school are quite or rather supportive		73	70.3	81.3	74.3
	There is little or no violence in the school	- within the institution	48.6	41.1	76.1	49.4
		- in the vicinity of the establishment	94	92.6	97.2	95.3
Quite safe or rather safe		91.2	90	97.3	90.5	
Not at all or not much apprehension before going to work		79	74.9	86	84.3	

Scope: all staff, public and Government-dependent private schools teachers and non-teachers in public secondary education.  
Source: MENJ-DEPP, national school climate survey of secondary school staff in the French education system, 2019.

conditions in schools since the beginning of the school year, and on the other hand, to make a measure of the harm suffered by staff, whether or not these acts were reported within the school or to the academic, police, judicial or administrative authorities (see “For more information”). This survey complements the school climate and victimisation survey carried out by the DEPP at regular intervals since 2011, sometimes among secondary school students, sometimes among high school students, as well as the international Talis survey (see ‘Further information’).

## A school climate judged overall positive

In the 2018-2019 school year, secondary school staff in the French education system generally have a positive perception of the climate in their school. More than 85% feel good or very good in their school and 74% are satisfied or very satisfied with the climate. Relations between staff and members of the educational community are very largely positive. In particular, more than 95% state that, as a general rule, they have good or very good relations with pupils ↘ figure 1. This level is also reached for relations with teachers, administrative, technical and medico-social staff. However, only 73% of respondents consider that all the staff in their school are supportive. Relations with management staff are judged positively in 87% of cases. Similarly, 78% of staff feel that their direct superiors consider them.

Opinions on security and the presence of violence in the school are more mixed. While more than nine out of ten staff feel safe in the vicinity or inside the school, just over half say that there are a great deal or rather a lot of violence in their school. On the other hand, 62% feel that pupils learn well in their secondary school and almost 70% think that the rules of life in the school are well respected.

## Little difference between men and women, except for issues of violence

Men and women have a fairly similar view of the school climate, particularly with regard to safety around the school (90% feel safe around the school). On the other hand, the differences are marked as regards the perception of violence inside the school. In fact, 56% of female staff indicate that there is violence in their establishment, compared to less than 44% of men. Although women are less likely to describe all the staff in their school as supportive (down 3 points on men), they are more likely to feel respected by pupils (96% compared with 94%) and parents (88% compared with 85%).

## Differences in perception linked to experience and type of institution

The staff’s opinion varies concerning the school climate, on certain points, according to their seniority. Compared to the most

experienced staff, those who have recently taken up their post report better relations with their superiors (84% compared to 78%). However, they seem to experience more difficulties with pupils (almost 12% of those who have been in post for less than a year do not feel sufficiently respected by the latter, compared with 8% of the more experienced). Experience also plays a role in the perception of violence and in the feeling of safety. For the youngest staff, the feeling of safety around the school is less frequent; however, within the school premises, no difference is observed.

The perception of the school climate also depends on the type of school. It is more favourable in general upper secondary schools, and is, conversely, less positive for staff working in vocational upper secondary schools as well as in lower secondary schools of « Priority Education » (PE) networks. In these schools, fewer staff think that pupils learn well, that the rules of collective life are well applied and that violence is not present (between 8 and 10 points lower than in other types of school).

## Nine out of ten staff say they perform tasks that they enjoy

The vast majority of national education staff say that they perform tasks that they enjoy (90%) ↘ figure 2. However, a significant proportion feel that they are not sufficiently trained or informed to do their job properly: a third feel that they do not have sufficiently

### ↘ 2 Staff opinion on their working conditions (%)

			All staff	public school teachers	Government-dependent private school teachers	Non-teachers
Social relations at work	Strongly agree or agree with the fact	- to receive the respect they deserve from their superiors	75.4	71.1	77.9	83.9
		- to receive the respect they deserve from their colleagues	89.8	89.2	90.8	90.5
		- to have a sufficient number of colleagues or collaborators	62.4	60.4	67.8	63.9
		- to have satisfactory support in difficult situations	68.7	64	74.6	75.8
	Always or often feeling part of a team	64.1	58.7	70.5	72.9	
Conflicting values	Strongly agree or agree with doing things that are fun at work	90.4	89.1	94	91.3	
	Always or often feel that they are doing something useful for others	74.5	68.5	80.5	84.8	
Work intensity and time	Strongly agree or agree with the fact	- not to have an excessive amount of work	38.6	33.2	39.7	50.5
		- to have enough time	42.4	36.5	44	55
		- to have clear and sufficient information to do their job properly	67.5	64	70.7	73.8
		- to have appropriate and sufficient resources	51.4	45.4	51.8	64.8
	Always or often have	- to have sufficient and appropriate training	53	50.2	53.4	59.4
		- the feeling of not being exploited	76.3	73.1	77.8	82.6
Autonomy	Strongly agree or agree with the fact	- to be able to organise their work in the desired way	81.1	79	85.1	83.7
		- to be able to develop professional skills	70.5	66.6	73.3	77.7
	Always or often feeling bored	8.1	9.5	5	6.7	
Insecurity of the work situation	Strongly agree or agree with being able to do the same job until retirement	46.2	38.5	58.3	56.8	

Scope: all staff, public and private school teachers and non-teachers in public secondary education.  
Source: MENJ-DEPP, national school climate survey of secondary school staff in the national education system, 2019.

Réf. : Note d'Information, n° 19.53. DEPP

clear information to do their job properly; almost half (47%) say that they do not have sufficient and appropriate training. Thirty-nine per cent think that their job is not too much work and 58% feel that they do not have enough time to do it well.

In terms of social relations and relationships at work, the feeling of recognition among peers is the most positive. Indeed, 90% of staff say they receive the respect they deserve from their colleagues. This rate rises to 75% when staff are asked about the respect they receive from their superiors. The levels are lower for aspects related to cooperation. In fact, 62% of staff feel that they have a sufficient number of colleagues, 64% feel that they are part of a team and 69% feel that they are supported at difficult times.

Overall, three quarters of staff feel that they are doing work that is useful to others. However, only 69% of public sector teachers feel this way, compared with almost 85% of non-teaching staff in the public sector and 81% of private sector teachers. This result illustrates the differences in perception associated with the profession practised as well as the sector of teaching.

### The school climate's perception and working conditions depends on profession

Public sector teachers have a poorer perception of the school climate than non-teaching staff. In particular, 67% of them describe the school climate in their school as satisfactory (compared with 81% of non-teachers). Opinions on teaching, learning and safety are also judged less positively. Only 52% of public school teachers feel that the pupils learn well in their school (compared with 77% of other staff). Similarly, 38% think that the rules of collective life are not well enforced (compared with only 20% of non-teaching staff).

In the public sector, relations with administrative, technical and medico-social staff are judged to be as good by teachers as by non-teaching staff (over 94% in each case). On the other hand, teachers describe their relations with management staff as less favourable (84% versus 94%). Moreover, they feel respected by parents in 85% of cases, a lower level than that reported by non-teaching staff (91%).

Public sector teachers also perceive their working conditions less positively. The differences relate mainly to social relations and work intensity: 71% of public sector teachers say they receive the respect they deserve from their superiors, 12 points

less than non-teachers. There is also a 12-point difference in support in difficult situations. Moreover, the feeling of belonging to a team is also less frequent. In general, public school teachers more often feel that they have too much work (two-thirds say they have too much work, compared with less than half for non-teachers) and that they do not have enough time to do it well. They are also more likely to be bored (9.5% compared to 7% for non-teachers) and feel that they have less opportunity to develop their professional skills (67%). Finally, only 38% of them feel capable of doing the same job until retirement (18 points less than for non-teachers).

The differences in perception between teachers and non-teachers are reflected in their relationship to work, since one teacher in four in public schools says that he or she feels apprehensive before going to work (10 points more than for non-teaching staff). For the latter, working conditions themselves vary according to the profession in question. In particular, 83% of supervisory staff report having an excessive amount of work, compared with 54% of educational staff (including chief education advisers) and 24% of educational assistance staff.

### In « priority education » networks and vocational upper secondary schools, a less good assessment of the climate, better for the working conditions

Teachers in lower secondary schools of PE networks perceive the school climate in their

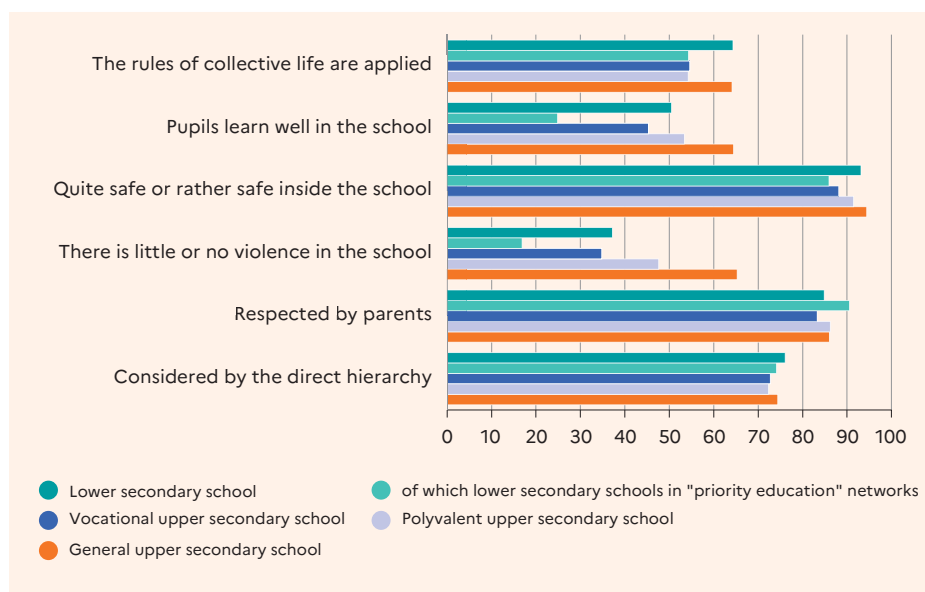
school as less favourable overall: 54 per cent consider it satisfactory, compared with 68 per cent outside PE networks ↘ figure 3.

The differences are notable in terms of the feeling that pupils learn well there, which is expressed by one teacher in four (25%) and is twice as low as that found outside the PE networks (53%). Similarly, 83 per cent of teachers in lower secondary schools of PE networks feel that violence is present in their school, compared with 58 per cent of teachers in other public lower secondary schools. With regard to the feeling of safety, the differences are significant in the vicinity of the lower secondary school (18 points); they are much less significant within the schools (7 points).

The observation that the climate in « priority education » networks is perceived as less good does not apply to all dimensions. In particular, teachers in these lower secondary schools feel more often that they are respected by parents (91% compared with 85% for teachers outside the PE networks). This reverse observation is also true for many dimensions relating to working conditions. In « priority education » networks, teachers more often feel that they are part of a team. More of them feel that they have enough time to do their work. Finally, the feeling of doing something useful for others is also more frequent (+5 points).

Generally speaking, the perception of teachers in public vocational upper secondary schools is comparable to that of their counterparts in « priority education » schools : it is less good for the school climate and more nuanced for working conditions.

↘ 3 Public school teachers' views on school climate since the start of the 2018 school year by type of school (%)



Scope: public school teachers.

Source: MENJ-DEPP, national school climate survey of secondary school staff in the national education system, 2019.

Réf. : Note d'Information, n° 19.53. DEPP

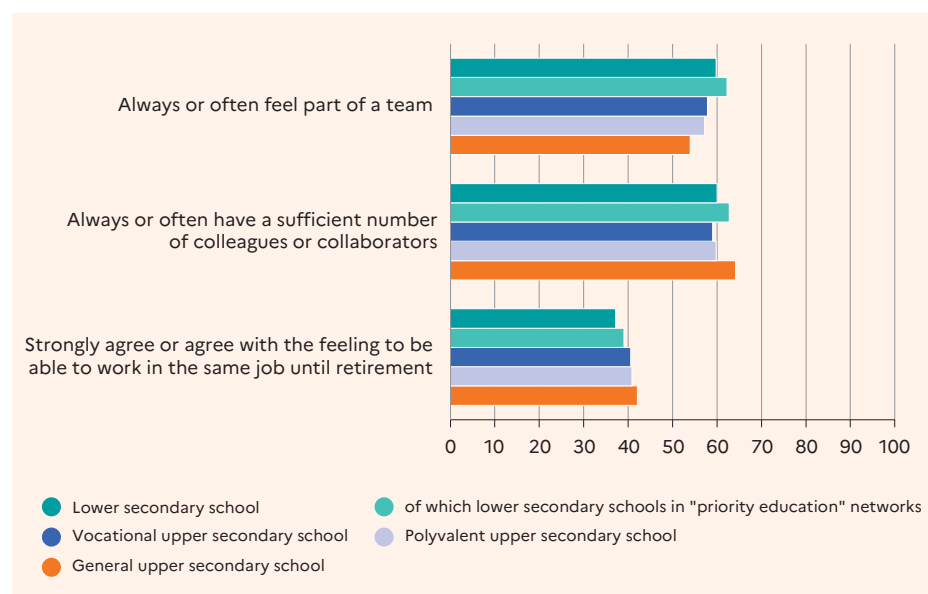
## Challenging or refusing to teach, mocking or insulting are the most frequently cited acts

National education staff were asked about acts of violence that occurred during 2018-2019. Challenging or refusing to teach (35%), mocking and insulting (24%) and verbal threats (12%) are the main serious incidents reported [figure 4](#). The most extreme forms of violence, such as threats with weapons, beatings with weapons and sexual assaults are very rare. Indeed, less than 0.5% of all staff report this type of violence.

In the public sector, teachers report having been confronted at least once since the beginning of the school year with a refusal or challenge to teach (47%). These incidents are more frequent for teachers working in vocational upper secondary schools (53%) and in lower secondary schools in PE networks (54%). However, they are rarely linked to the personal beliefs of the student, and there is very little difference according to the subjects taught.

About 30% of teachers in the public sector say they have been insulted or mocked. The most experienced teachers report this less often. Moreover, these incidents are more frequent in PE networks (40%) and in

### 4 Public school teachers' views on working conditions since the start of the 2018 school year by type of school (%)



Scope: public school teachers.

Source: MENJ-DEPP, national school climate survey of secondary school staff in the French education system, 2019.

Réf. : Note d'Information, n° 19.53. DEPP

vocational upper secondary schools (33%). Physical violence (intentional pushing or hitting) is also more frequent in vocational upper secondary schools and lower secondary schools of PE networks (4% and

7% respectively). Nearly 13% of teachers in the public sector have had teaching materials stolen or damaged. About 8% feel that they have been sidelined, and 3% have been victims of harassment. ■

### 5 Proportion of staff reporting violence (%)

Type of violence experienced	All staff	public school teachers	Government-dependent private school teachers	Non-teachers
Refusal or challenge to teaching	35.4	47.5	25.6	13.7
Mockery or insults (including gestures)	24.1	29.7	13.1	18.1
Threats (including gestures or looks, intimidation, internet...)	11.9	13.5	8.2	10.5
Theft or damage of educational material	9.1	12.7	6	2.6
Separation/marginalisation	7.5	7.9	6.6	7.4
Other	3.9	4.1	2.2	4.5
Intentionally pushed and/or hit	3.5	3.6	1.2	4.5
Theft of one or more personal objects (mobile phone, USB key, wallet, etc.)	2.6	3.6	1.7	0.9
Harassment	2.4	2.9	2.6	1.2
Degradation of the means of transport to work (including in the vicinity of the establishment)	2	2.3	1.7	1.4
Threat with a weapon	0.2	0.1	0.1	0.3
Sexual assault	0.1	0.1	0.1	0
Struck and/or injured with a weapon	0	0.1	0	0

Interpretation: 35.4% of secondary school staff in the French education system report having been refused or challenged for teaching; the figure is 47.5% among public school teachers.

Scope: all staff, public and private school teachers and non-teachers in public secondary education.

Source: MENJ-DEPP, national school climate survey of secondary school staff in the national education system, 2019.

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#### FOR MORE INFORMATION

You can access this Note d'Information 19.53, the figures and additional data on [education.gouv.fr/etudes-et-statistiques](http://education.gouv.fr/etudes-et-statistiques)