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First results of the Barometer on occupational well-being among school staff in the French education system

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NOTE D'INFORMATION

n° 22.31 – Octobre 2022

First results of the Barometer on occupational well-being among school staff in the French education system

- In the spring of 2022, the primary and secondary school staff of the French Ministry of Education responded to a survey on occupational well-being. Their job satisfaction is lower than the average for employed French people. It is scored 6.0 out of 10 compared to 7.2 for employed French people. However, their satisfaction levels are closer to those of employed French people regarding their current life and the feeling that their personal and professional life has meaning and value for them. They are globally unsatisfied with their career prospects (scored 3.1 out of 10) and pay level (3.4 out of 10). Half of them report a high level of professional exhaustion. They are nevertheless close to the average of employed French people regarding the balance between their professional and personal lives (5.7 out of 10 compared to 6.2). Overall, staff like working in their school (7.1 out of 10). The vast majority of them feel safe there and have good relationships, especially with pupils and colleagues. The survey was conducted after a period of implementation of health measures against Covid-19.

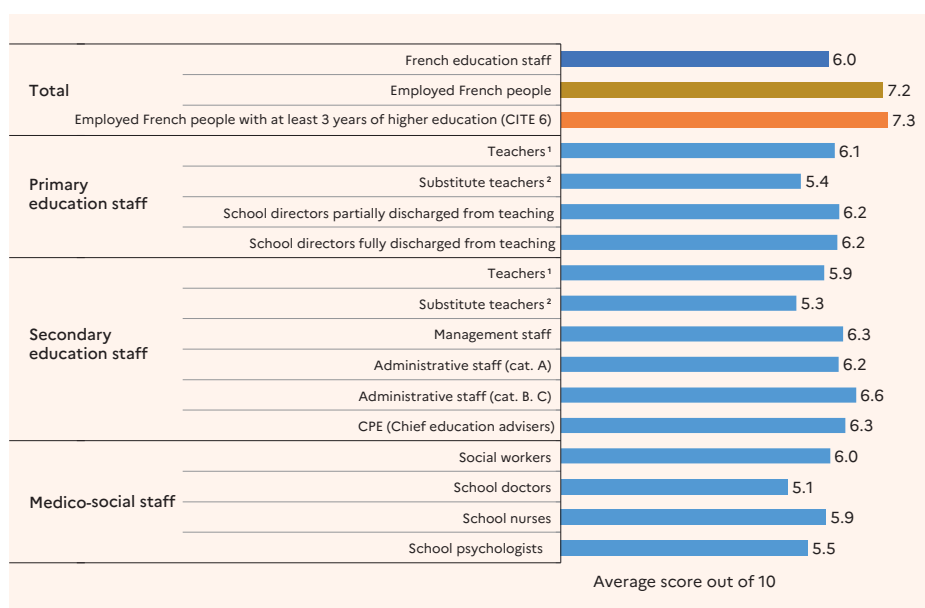
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► In the spring of 2022, the Direction for Evaluation, Forecasting and Performance (DEPP) conducted for the first time a Barometer on occupational well-being among school staff in the French education system. It was designed in collaboration with the CEPREMAP Well-Being Observatory and the National Education Scientific Council. This survey was conducted among a representative sample of people working in primary and secondary schools in the public and private sectors in France (metropolitan and overseas departments). 62 000 people responded, including teachers, management staff, *conseillers principaux d'éducation* (CPE, chief education advisers in secondary education schools), administrative staff, social workers, school psychologists, doctors and nurses. The Barometer addresses multiple aspects of quality of life at work: the working environment, social relations at work, wages, training, career prospects, work-life balance and the meaning associated with work. This survey system will be repeated at regular intervals. It is a tool for understanding and monitoring the well-being of staff at work, and for diagnosing the conditions that are the most favourable for its improvement.

Questions in common with general population surveys make it possible to compare the declarations of the French education staff with those of employed French people.

It is important to remember that this survey was undertaken at a very special time, since the primary and secondary school staff had experienced a period of implementation of health measures against Covid-19.

1 Staff statements on job satisfaction in general (score out of 10)



1. Teachers excluding substitute teachers.

2. A teacher is considered to be a substitute teacher if, on the observation date, the majority of his or her service time is in a replacement zone or devoted to assignments of less than one year each.

Scope: French education staff working in primary and secondary schools.

Source: DEPP, Barometer on occupational well-being among school staff in the French education system, 2022. Insee, monthly consumer confidence survey (CAMME), march 2022.

A lower level of job satisfaction than that of employed French people, but closer regarding current life

In general, the French education staff report a lower level of job satisfaction than the employed French population. On a scale of 0 to 10, they give an average score of 6.0 to evaluate their satisfaction with their work in general, compared to 7.2 for employed French people and 7.3 for those with at least three years of higher education (CITE 6)¹

↘ **chart 1.** 25% select top values (score between 8 and 10 out of 10), 60% select an intermediate score (between 4 and 7 out of 10) and 15% a low score (between 0 and 3) (see "For more information", chart A).

There is little variation in the level of job satisfaction by staff category. However, school administrative staff of categories B and C² are slightly more satisfied (6.6) and, on the other hand, satisfaction is lower for primary and secondary school substitute teachers (5.4 and 5.3 respectively), school psychologists (5.5) and doctors (5.1). In contrast, the satisfaction of staff with their current life is at a level equivalent to that observed among French people and among those with at least three years of higher education : 6.5 out of 10 compared to 6.8 and 7.2 out of 10 respectively ↘ **chart 2.** They also find that their professional and personal lives have meaning and value, at a level close to the average of employed French people and of those with at least three years of higher education (7.3 out of 10 compared to 7.6 and 7.8 out of 10 respectively).

French education staff score 5.8 out of 10 for the sense of pride in the workplace. Yet they feel that their job is valued in society only to a very limited extent (2.5 out of 10). This result echoes data from the 2018 Talis survey collected from primary and low secondary school teachers : 4% and 7% respectively considered their profession to be valued in society, a level between two and three times lower than the average in the European Union. Managers stand out from the other categories of staff, especially in secondary education: they score 6.5 out of 10 for their professional pride (compared to 5.8 for all the staff) and 4.3 for the feeling that their job is valued in society (compared to 2.5).

Overall dissatisfaction with career prospects

French education staff give an average score of 4.9 out of 10 in response to the question "Are you satisfied with your working conditions ?" ↘ **chart 3.** The score varies

↘ 2 Staff views on their life and work (score out of 10)

	Overall, how satisfied are you with the life you currently lead ?	To what extent do you feel that what you do in your life (personal and professional) has meaning and value for you ?	To what extent does the feeling of pride apply to your current work experience ?	To what extent do you feel that your job is valued in society ?
	Average score out of 10 (10 means 'completely' and 0 means 'not at all')			
French education staff	6.5	7.3	5.8	2.5
Employed French people	6.8	7.6		
Employed French people with at least 3 years of higher education (CITE 6)	7.2	7.8		
Primary education staff	6.6	7.6	6.2	2.5
Secondary education staff	6.5	7.0	5.6	2.4
Medico-social staff	6.6	7.6	5.7	2.7

Scope: French education staff working in primary and secondary schools.

Source: DEPP, Barometer on occupational well-being among school staff in the French education system, 2022. Insee, monthly consumer confidence survey (CAMME), march 2022.

Réf. : Note d'Information, n° 22.31. DEPP

↘ 3 Staff statements on satisfaction with their working conditions

	Would you say that your working conditions are satisfactory ?	Do you find your career prospects (promotion, advancement, pay) satisfactory ?	Are you satisfied with your pay level ?	Overall, are you satisfied with the balance between your professional and personal life ?	To what extent does the feeling of exhaustion apply to your current work experience ?	The career opportunities outside your current job within the civil service are attractive or very attractive.	The career opportunities outside your current job outside the civil service are attractive or very attractive.
	Average score out of 10 (10 means 'completely' and 0 means 'not at all')					Percent	
French education staff	4.9	3.1	3.4	5.7	6.8	4.5%	13.2%
Employed French people				6.2			
Employed French people with at least 3 years of higher education (CITE 6)				6.2			
Primary education staff	4.7	3.1	3.4	5.6	7.1	2.8%	9.2%
Secondary education staff	5.0	3.0	3.4	5.8	6.6	5.6%	15.5%
Medico-social staff	4.6	3.0	3.5	6.3	6.5	5.4%	28.8%

Interpretation: French education staff working in primary and secondary schools rate their satisfaction with their working conditions on average at 4.9 out of 10. 4.5% say that the career opportunities outside their current job offered to them within the civil service are attractive or very attractive.

Scope: French education staff working in primary and secondary schools.

Source: DEPP, Barometer on occupational well-being among school staff in the French education system, 2022. Insee, monthly consumer confidence survey (CAMME), march 2022.

Réf. : Note d'Information, n° 22.31. DEPP

between 3.7 for substitute teachers and 6.2 for school administrative staff of categories B and C. French education staff are generally dissatisfied with their career prospects, which include career growth, promotion and pay. Their satisfaction in this area is rated an average of 3.1 out of 10 and 61% choose a very low score, between 0 and 3 out of 10 (see "For more information", chart A). This dissatisfaction involves both their career opportunities and their pay level. Only 4% of the staff state that their career opportunities within the French civil service are attractive or very attractive. It is 13% for career opportunities outside the French civil service. In comparison, according to the 2018-2019 Working Conditions survey³, 44% of employed French people and 45% of those with at least three years of higher education say they agree or strongly agree with the statement "Given all my efforts, my promotion prospects are satisfactory". To answer the question "Are you satisfied with your pay level ?", French education staff give an average score of 3.4 out of 10. 55% express

strong dissatisfaction by choosing a score between 0 and 3 out of 10. In the French population as a whole, according to the 2018-2019 Working conditions survey, 7% of employed people say they are "very poorly paid" given the work they do, and 30% "somewhat poorly paid". These percentages are 5% and 29% among employed French people with at least three years of higher education. Purchasing power is the area most often identified by French education staff (57%), who were asked to pick three priority areas for improvement in their jobs from a list of fourteen ↘ **chart 6.**

1. Source: Insee, Crepemap, « Well-being » platform, Monthly consumer confidence survey (CAMME).

2. In the French civil service, employees can belong to three categories A, B and C corresponding to their hierarchical and pay level. These categories also indicate the level of diploma required for access, A being associated with the highest.

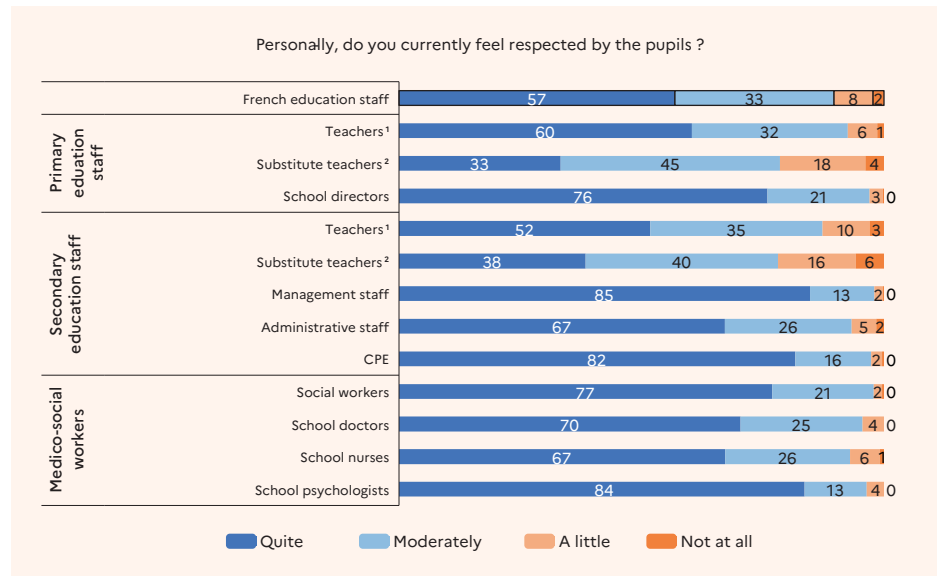
3. Source: Working conditions survey, Individuals, 2018-2019, DARES.

Managers in secondary education and school administrative staff of category A report a level of satisfaction slightly higher than the average of education staff concerning their career prospects, while remaining at a fairly low level. They give scores of 4.1 and 4.6 respectively compared to 3.1 for all staff. Likewise, some categories of staff express slightly higher than average satisfaction with their pay level: once again, managers in secondary education (4.1 compared to 3.4 out of 10 for all staff) and school administrative staff of category A (5.3) as well as school doctors (4.0) and social workers (4.5).

A high level of exhaustion at work, but satisfaction with work-life balance close to the average of employed French people

French education staff generally report a high sense of professional exhaustion. On a scale of 0 (not at all) to 10 (very much so), they rate it at a level of 6.8 out of 10 [↘ chart 3](#). Half of them give a score between 8 and 10 out of 10. Primary school staff express a higher sense of professional exhaustion than in secondary education (7.1 compared to 6.6 out of 10), which confirms the results of the 2018 Talis survey. The average is the highest for school directors with reduced teaching load (7.6 out of 10). French education staff are satisfied with their work-life balance at a level of 5.7 out of 10. This average is close to that of employed French people, whether or not they have three years of higher education or more, who give an average score of 6.2 out of 10 to describe their satisfaction regarding the balance between time spent with their loved ones and time spent at work. In this area, primary and secondary school substitute teachers and secondary school managers stand out from the other categories of staff. They express lower satisfaction (5.1, 4.8 and 5.1 out of 10 respectively). In contrast, school doctors report to be more satisfied with their work-life balance (7.0 out of 10) and less exhaustion at work (5.9 out of 10). This echoes difficulties with work-life balance expressed by teachers in the 2016 Working Conditions survey: 90% of primary school teachers and 52% of secondary school ones said they could not change their schedules by making arrangements with a colleague. 36% of primary school teachers and 15% of secondary school ones said they could never be away to deal with personal or family mishaps. Four out of five teachers reported that they always or often thought about their work when they were not at it (see ["For more information"](#), Bibliography).

↘ 4 Staff views on their relations with the pupils (%)



1. Teachers excluding substitute teachers.

2. A teacher is considered to be a substitute teacher if, on the observation date, the majority of his or her service time is in a replacement zone or devoted to assignments of less than one year each.

Source: French education staff working in primary and secondary schools.

Scope: DEPP, Barometer on occupational well-being among school staff in the French education system, 2022. Insee, monthly consumer confidence survey (CAMME), march 2022.

Ref. : Note d'Information, n° 22.31. DEPP

Schools seen as safe and valued for working relationships

French education staff generally like working in their schools: average satisfaction is 7.1 out of 10 (see ["For more information"](#), chart B). They feel safe both in and around the school in a large proportion, regardless of the category of staff. The average satisfaction scores are 8.2 and 8.1 out of 10 respectively. The same observation was made from the 2019 national school climate survey conducted by the DEPP. 85% of secondary school staff said they felt "very well" or "fairly well" in their school, 94% felt "totally safe" or "rather safe" inside the school, 91% outside the school (see ["For more information"](#), Bibliography).

French education staff largely report that they have good relations within their school. One out of ten feels "little" or "no respect at all" from pupils [↘ chart 4](#). Likewise, one out of ten feels "little" or "no support at all" from colleagues when problems arise. 21% of staff feel "little" or "no respect at all" from school parents. 33% feel "little" or "no support at all" from their hierarchy when problems arise. Employed French people and those with at least three years of education also express overall satisfaction with their professional relationships, with scores of 7.2 and 7.3 out of 10 respectively.

There is little variation by staff category. Substitute teachers are the category that stands out the most: 22% of them feel "little" or "no respect at all" from pupils (compared to

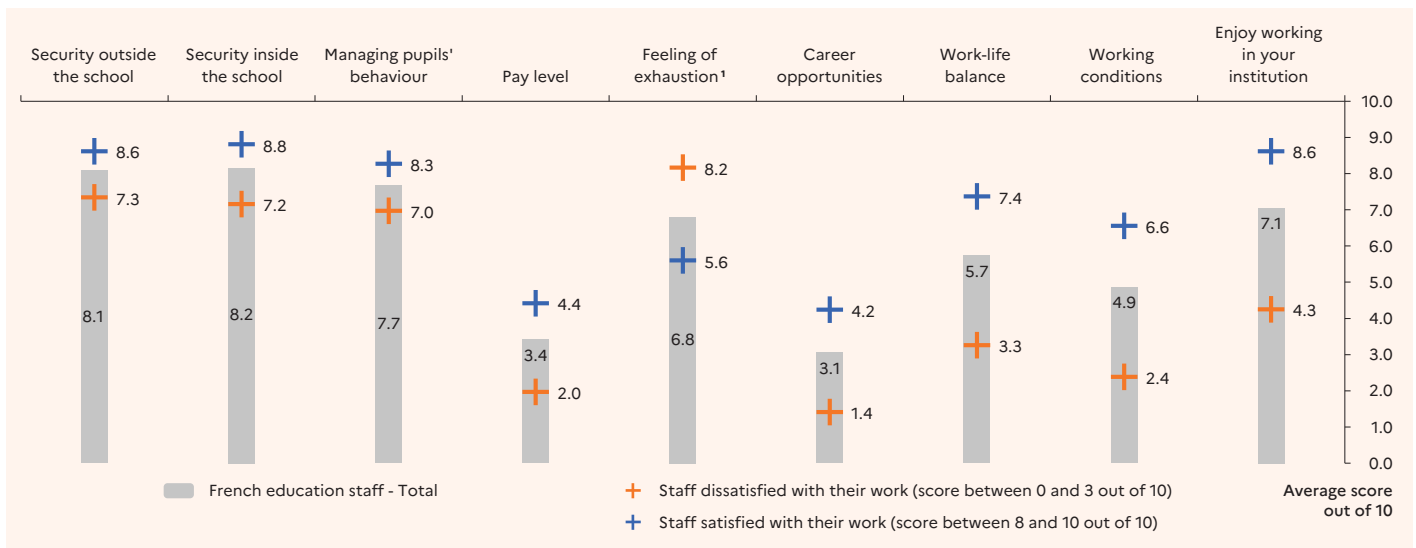
10% for all staff) and 47% of them feel "little" or "no support at all" from their hierarchy when problems arise (compared to 33%).

Considerable discrepancies in satisfaction among staff regarding working conditions, work-life balance and their school

The staff who are least satisfied with their work, i.e. those who rate it between 0 and 3 out of 10, express lower levels of satisfaction than other staff in all dimensions of well-being at work [↘ chart 5](#). On the contrary, the staff who are the most satisfied with their work, i.e. those who rate it between 8 and 10 out of 10, express higher levels of satisfaction in all dimensions of well-being. The differences in satisfaction between the most and the least satisfied staff are, however, of variable extent depending on the area. The differences are thus small regarding the feel of safety in and around the school and their ability to manage pupil behaviour: all staff give high marks (more than 7 out of 10), including those who are not satisfied with their work in general.

The staff who are least satisfied with their work differ from other staff in three particular areas: working conditions, work-life balance and liking to work at their school. In these areas, scores given by the staff who are least satisfied are at least 4 points lower than those of the staff who are the most satisfied [↘ chart 5](#). For instance, the least satisfied

5 Staff views on the dimensions of well-being at work, according to their level of satisfaction with their work (score out of 10)



1. Feeling of exhaustion : the score is given in response to the question "To what extent do the following feelings apply to your current work experience? Exhaustion", 0 means it does not apply at all, 10 means it applies completely.

Interpretation: Those who rated their general job satisfaction between 0 and 3 out of 10 (who represent 15% of all staff), rated security around the institution at an average of 7.3 out of 10, compared with 8.1 out of 10 for all staff and 8.6 out of 10 for staff who rated their general job satisfaction between 8 and 10 out of 10 (who represent 25% of all staff).

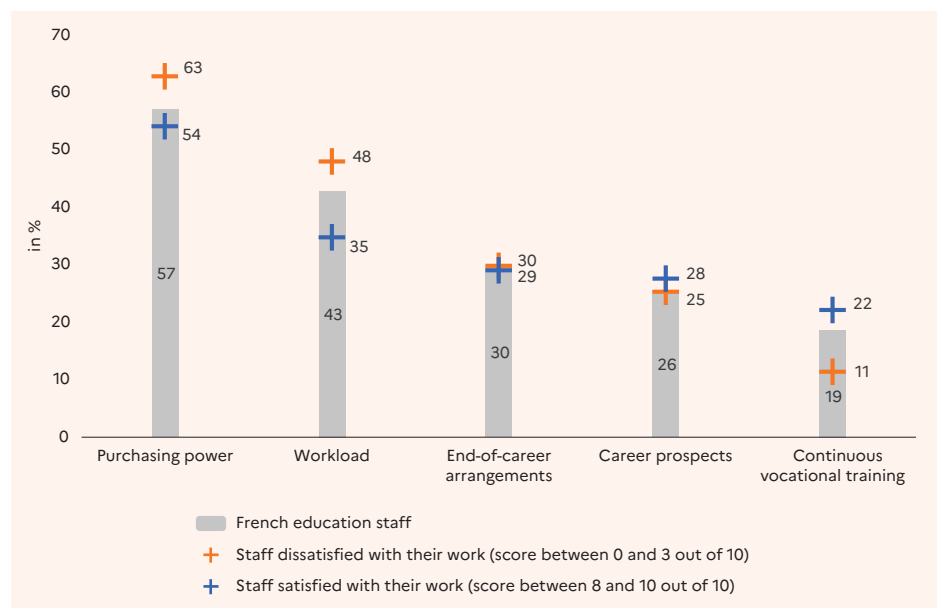
Scope: French education staff working in primary and secondary schools.

Source: DEPP, Barometer on occupational well-being among school staff in the French education system, 2022.

Ref. : Note d'Information, n° 22.31. DEPP

rate their satisfaction with their working conditions at 2.4 out of 10, while the most satisfied give an average score of 6.6 out of 10, a 4.2 points difference. Regarding work-life balance, the most satisfied employees have an average satisfaction level of 7.4 out of 10, which is 4.1 points higher than the least satisfied employees. Likewise, while staff say they like working in their school with an average score of 7.1 out of 10, staff who are the least satisfied with their work give an average score of 4.3 out of 10. The most and least satisfied staff also differ in their choice of areas to improve as a priority for performing their jobs. Purchasing power, workload and end-of-career arrangements are the three areas most cited by both groups of staff. Nevertheless, workload is cited more by the least satisfied staff (48% compared to 35% for the most satisfied). The most satisfied staff more often put forward continuing professional training: 22% compared to 11% for the least satisfied staff. ■

6 Areas to be improved as a priority for the exercise of the profession (%)



Interpretation: 57% of staff state that purchasing power is one of the three priority areas for improvement in their job from a list of 14 areas. This is the case for 54% of staff rating their job satisfaction between 8 and 10 out of 10 (representing 15% of all staff) and 63% of those rating their job satisfaction between 0 and 3 out of 10 (representing 25% of all staff).

Scope: French education staff working in primary and secondary schools.

Source: DEPP, Barometer on occupational well-being among school staff in the French education system, 2022.

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FOR MORE INFORMATION

You can access this Note d'Information 22.31, the figures and the additional data on education.gouv.fr/etudes-et-statistiques