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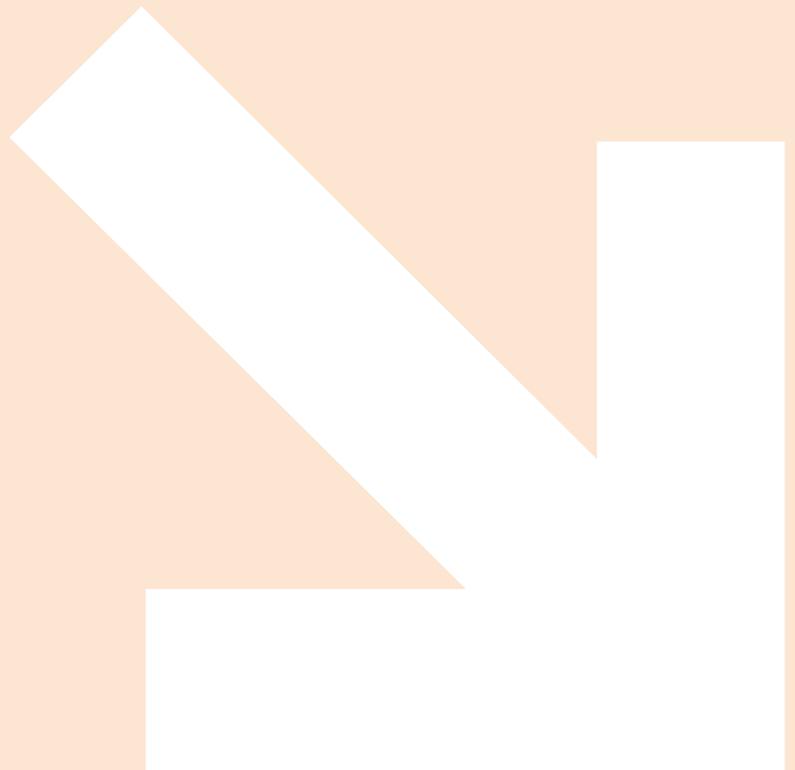
Teacher well-being: what does the DEPP data tell us?

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» Introduction

Teachers' well-being at work can be assessed on the basis of numerous survey data collected by the Directorate of Evaluation, Forecasting and Performance monitoring (DEPP)¹. These relate to their feelings about the impact of their profession on their health, the quality of social relations in the exercise of their profession (including the climate of the school and the classroom climate), their job satisfaction, their self-efficacy or the stress and exhaustion from carrying out their tasks. The sources include various surveys, such as [the Teaching and Learning International Survey \(TALIS\)](#) or [the School Climate Survey of school staff](#).

Administrative data relating, for example, to teachers' living conditions or their absences for health reasons may complete the picture. More recently, the DEPP has endeavoured to collect teachers' feelings about distance education during the period of closure of schools in the spring of 2020 via [a specific survey](#). In addition to the data that it collects directly, the DEPP also uses survey databases related to the topic of well-being and carried out by other ministerial statistical services. This is the case, for example, with the data from the DARES² Working Conditions survey, which provides information on teachers' perceptions of their profession and how it relates to family life, but also provides objective data for comparison with other professions. This survey is conducted every three years.

The main results of all these publications are described in this *dossier*, which is organised into several dimensions likely to reflect teachers' well-being: job satisfaction linked to career choice and the work environment (performance of their duties, working time, school climate), living conditions (commuting time to get to work), and health-related data (absences for health reasons, feelings of stress experienced at work, and burnout indicator). A focus is also proposed on the data collected by the DEPP on the deployment of the pedagogical continuity plan between March and May 2020.

¹ The Directorate of Evaluation, Forecasting and Performance monitoring (DEPP) is the Ministerial Statistical Department in the ministry of National Education, Youth and Sports.

² The Directorate of Research, Economic Studies and Statistics (DARES) is the Labour, Employment and training Ministerial Statistical Department in the ministry of Labour.

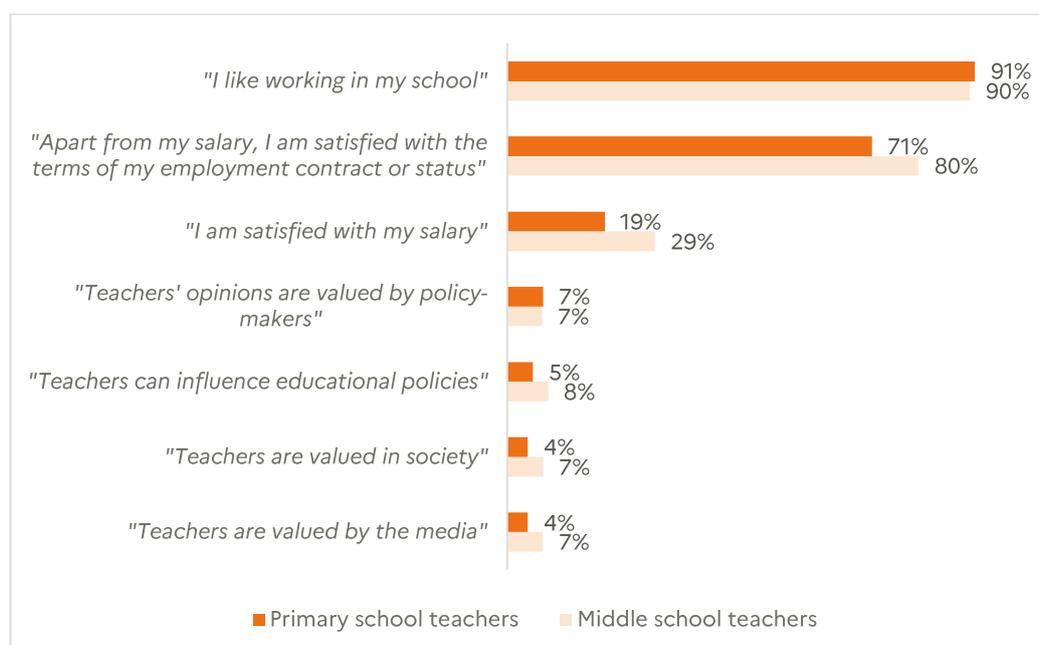
➤ Job satisfaction related to career choice

A first set of indicators of teacher job satisfaction can be drawn from the TALIS 2018 data, which have been the subject of several publications ([NI 19.22](#); [NI 19.23](#); [NI 20.11](#)), the main messages of which are summarised below and supplemented, where necessary, by comparative analyses including data from primary education.

For seven out of ten French teachers (whether working in elementary or secondary schools), teaching was their first career choice. Altruistic motivations are the most frequently cited when teachers are asked why they chose this profession, whether in France, the EU or the other countries participating in TALIS: more than 9 out of 10 French teachers wanted to 'play a role in the development of children and adolescents' and more than 8 out of 10 wanted to 'make a contribution to society'. Extrinsic motivations related to the search for professional stability and security are less frequently cited. **While their reasons for choosing a career refer to the image of a meaningful profession** ([NI 19.23](#), for secondary school teachers), **teachers also associate their profession with a low level of prestige and recognition in society**: fewer than one in 10 teachers consider that their profession is valued in society, that teachers are valued by the media, that they can influence education policies or that their opinion is valued by policy-makers (*Figure 1*). Although still low in absolute terms, the proportion is still two to three times higher for the EU average for the first two items relating to the valorisation of the profession in society and by the media (*Figure 2*).

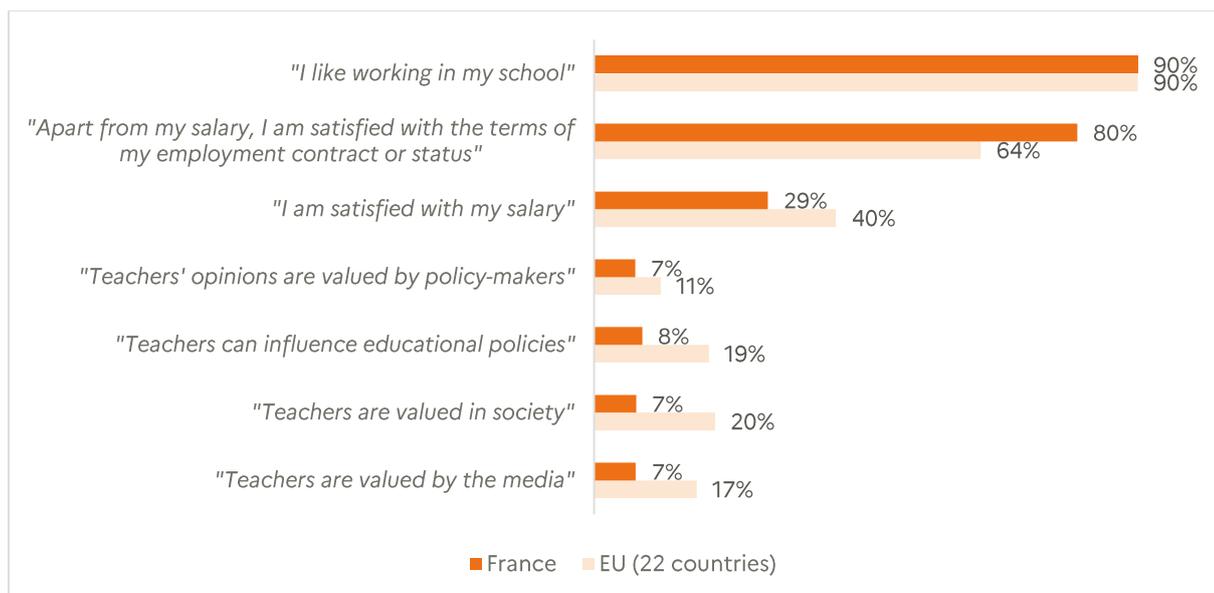
A significant proportion of teachers are not fully satisfied with their career choice: **more than two out of ten teachers** (24% of primary school teachers and 26% of secondary school teachers) **wonder whether they would have been better off choosing a career path other than teaching** (a similar proportion to that documented for secondary school teachers in other EU countries). Nearly half of the teachers consider that the advantages of the profession do not greatly outweigh its disadvantages (compared with seven out of 10 teachers in the EU), but fewer than one in 10 say they regret their choice. Finally, it should be noted that a large majority of teachers (71% of primary school teachers and 80% of secondary school teachers) have a positive feeling about the terms of their employment contract (excluding salary) and their status. This share is higher than that observed in the EU (64%).

FIGURE 1 • Job satisfaction of French teachers (in %)



Source : TALIS 2018.

FIGURE 2 • Job satisfaction of middle school teachers: European comparison (in %)



Source : TALIS 2018.

Lower secondary school teachers who entered the profession more recently (less than 3 years in the profession) are slightly less likely to express a lack of consideration for their profession by society (there is no difference in the case of primary school teachers): about 1 in 5 feel that the profession is valued by society or that teachers could influence decisions on educational policy. Almost 9 out of 10 say that if they had to do it all over again, they would choose this profession again, compared to 7 out of 10 for those with more seniority. Regardless of the level of teaching (primary or secondary education), **teachers with less seniority are more likely to consider that the advantages of the profession more than compensate for its disadvantages or to declare themselves satisfied with their level of remuneration** (45% compared with 28% for those with more seniority in secondary education and 33% compared with 18% in primary education).

Administrative and comprehensive data complement these results based on survey data that are subjective in nature: **almost all (96%) of public sector teachers in post at the start of the 2017 school year are still in post at the start of the 2018 school year** (NI 20.16). According to the latest available data, **only 0.2% of teachers resign**. This percentage is increasing since it was 0.08% in 2013-2014. The resignations of trainee teachers largely explain this development, which is amplified by the increase in the number of positions opened for competitive examinations. Thus, only 0.1% of permanent teachers who have been teaching for at least five years resign, compared with 2.6% of trainee teachers.

In order to complete the analysis, the DARES Working Conditions survey makes it possible to compare the satisfaction of teachers with that of executives and intermediate professions in the public and private sectors.

In the 2013 survey, teachers were more exposed to psychosocial risk factors than executives from the private sector ("cadres" in French), with a high intensity of their work, greater emotional demands and a lack of support from superiors and colleagues, particularly in pre-primary and primary education. This finding is in line with the idea that teaching tends to be a solitary profession.

In the 2016 survey, teachers report being as satisfied with their working life as other managers and intermediate professions: when asked to rate their working life out of 10, teachers and other professionals provide an average score of 7 (NI 21.18). Moreover, teachers show more interest in their profession than other professionals: 88% of the teachers in the sample say that they always or often feel that they are doing something useful for others and 83% that they have the opportunity to do things they enjoy, compared with 75% and 68% respectively for other professions (70% and 71% respectively for executives only).

However, the results of the Working Conditions survey indicate that teachers do not feel financially valued. In 2016, teachers considered themselves to be poorly paid more often than other professionals, especially pre-primary and primary school teachers. More than half of pre-primary and primary school teachers consider themselves to be poorly paid for the work they do, while one in ten say they are well paid (*Table 1*).

TABLE 1 • Perception of pay (in %)

	Teachers			Other executives and intermediate professions		
	Pre-primary and primary education	Secondary education	All	Executives	Intermediate professions	All
Well paid	10	21	16	26	18	22
Normally paid	35	39	37	50	45	47
Poorly paid	55	40	47	24	37	31
Total	100	100	100	100	100	100

Source : DARES, working conditions - psychosocial risks 2016

Note : 47% of pre-primary, primary and secondary school teachers consider themselves poorly paid for the work they do.

↘ Job satisfaction related to the working environment

The functioning of the school, its school climate

TALIS highlights a gap between different sources of job satisfaction (*Figure 1*): while teachers are not very satisfied with the place of their profession in society, **their work environment remains a strong source of job satisfaction**. Thus, 9 out of 10 teachers say they like working in their school. A similar proportion of teachers indicate that they are satisfied with their work and its results in their school.

In secondary education, eight out of ten teachers working in 'priority education' (PE) networks³ have a positive view of their work and enjoy working in their school, but 40% would like to change to another school. The gap observed on this item in relation to the national average reflects both the terms of assignment of teachers and a deteriorated feeling about their working conditions: in PE, only 65 per cent of teachers say that their school is a pleasant place to work and that they would recommend it (compared with 80 per cent for the national average). There are no such differences in primary education.

[NI 20.11](#) sought to characterize middle school teachers according to their level of job satisfaction with their work environment. Two groups of teachers were compared: the 25% of the sample with the highest level of satisfaction and the 25% of the sample with the lowest level of satisfaction. **The most satisfied group includes a higher proportion of private sector teachers** than the least satisfied group (33% versus 15%) and a **lower proportion of PE teachers** (9% versus 23%). There are also **more rural teachers** (13% versus 7%) and more women (71% versus 60%). **Those expressing altruistic motivations** in their career choice are also more represented.

The scientific literature (see, for example, Lothaire *et al.*, 2012) has highlighted the role of organisational factors in teachers' job satisfaction. Data from secondary schools suggest the existence of a 'school effect' in some schools: the dispersion of satisfaction scores within schools tends to be lower in those characterised by high average satisfaction. All the teachers tend to be equally satisfied there, whereas in schools with lower average satisfaction, greater individual differences are observed. In this respect, [NI 20.11](#) also provides a **description of the way in which the lower secondary schools where the most satisfied teachers work operate**: these schools are distinguished by **greater staff involvement, autonomy and collaboration**. **The most satisfied teachers also state that they make greater use of their pedagogical freedom and work more with their colleagues**.

PE teachers report participating most frequently in collaborative activities with colleagues and is the only sector where some practices have increased significantly since TALIS 2013. For example, the percentage of PE teachers reporting that they teach more than one class in the same classroom at least five times a year has increased by 20 percentage points (pp). The increase in participation in activities organised collectively for several classes or age groups at least five times a year is 17 pp. Similarly, the proportion of teachers reporting participation in group professional development activities increased by 11 pp in PE. The weekly time devoted to work and dialogue with their colleagues has increased by 25 minutes. These differences observed between 2013 and 2018 may be related to the reform of priority education policy in 2015. This was based on a reference framework, one of the priorities of which was to encourage collective work by the teaching team in PE schools.

The quality of social and working relationships can also be associated with teacher well-being. In general, *Table 2* shows that teachers at all levels of education and in all contexts work in a rather serene climate of collaboration. However, we note that primary school teachers (and more particularly those working in the public sector) express the most positive feelings. In secondary schools, teachers working in the private sector report a higher quality of social relations.

³ Priority education networks are a policy channelling additional resources to schools in disadvantaged areas.

TABLE 2 • Climate of collaboration: differences in teachers' perceptions by level and teaching context (in %)

	Primary school teachers			Lower secondary school teachers		
	Public outside PE	Public PE	Private	Public outside PE	Public PE	Private
"Most teachers in this school help each other to implement new ideas"	82	80	75	71	73	79
"Staff members have the opportunity to participate actively in decisions concerning the school"	88	87	70	80	74	66
"There is a culture of shared responsibility for the problems to be addressed in the school"	72	77	63	57	56	69
"There is a culture of collaboration in the school that translates into mutual support"	85	86	82	71	71	78
"The school staff have a common understanding of what teaching and learning is"	83	77	81	65	66	74
"This school encourages staff to take new initiatives"	76	83	73	76	74	79
"Teachers can rely on each other in this school"	91	92	86	85	82	90

Source : TALIS 2018.

Not surprisingly, the teachers most satisfied with their work environment are also those who report a strong collaborative climate within the teaching team (NI 20.11). At the lower secondary level, more than 90% report that teachers can rely on each other or that there is a culture of collaboration involving mutual support (compared with 75% and 56% respectively of the least satisfied teachers).

Teachers' job satisfaction with their working environment is also surveyed via the school climate survey of school staff working in secondary education conducted by the DEPP in 2019 (NI 19.53). The results of this survey are very consistent with those provided by the TALIS survey (they also include the views of teachers working in upper secondary schools, who are absent from the TALIS sample). They also supplement teachers' perceptions of their working conditions by documenting, for example, aspects related to school violence (Table 3): 41% of teachers working in the public sector consider that there is little or no violence in their school (the proportion rises to 76% for those working in the private sector). Taking all sectors together, more than 9 out of 10 teachers report feeling safe both inside and around the school where they work. The school climate survey also asked teachers about their relationship with their superiors (Tables 3 and 4). More than 8 out of 10 teachers consider that relations with management staff are good or very good. In the public sector, 75% of teachers feel considered by their direct superiors (compared with 86% in the private sector). More than 7 out of 10 teachers feel that they have the respect they deserve from their superiors.

TABLE 3 • Secondary school staff's opinion on school climate during 2018-2019 (in %)

Domain		Public teachers	Private teachers	
Teaching and learning	Feels quite good or rather good	- in their school	82	89
		- in their function	81	90
	Pupils learn quite or rather well in the school		52	77
	The rules of collective life are quite well or rather well applied		62	81
	Completely or somewhat satisfied	- school climate in the school	67	90
		- of their work	75	89
Relational	Relations are good or very good with	- the students	94	98
		- teachers	94	96
		- management staff	84	88
		- administrative staff	96	97
		- technical staff	98	98
		- <i>vie scolaire</i> staff	93	97
		- health and medico-social personnel	94	97
	Completely or rather respected by the students		90	96
	Quite or rather considered by the direct hierarchy		75	81
	Completely or rather respected by the parents		85	88
	Parents are very well or rather well received in the school		95	98
All the staff of the school are completely or rather in solidarity		70	81	
Safe	There is little or no violence in the school		41	76
	Quite safe or rather safe	- within the school	93	97
		- in the vicinity of the school	90	97
Not at all or not much apprehension before going to work		75	86	

Source : 2019 National school climate survey of secondary school staff.

TABLE 4 • Secondary school staff’s opinion on their working conditions during 2018-2019 (in %)

Domain		Public teachers	Private teachers	
Social relations at work	Strongly agree or agree with the fact	- receive the respect they deserve from their superiors	71	78
		- receive the respect they deserve from their colleagues	89	91
		- having a sufficient number of colleagues or collaborators	60	68
		- to have satisfactory support in difficult situations	64	75
	Always or often feeling part of a team	59	71	
Conflicting values	Strongly agree or agree with doing things they enjoy at work	89	94	
	Always or often feel that they are doing something useful for others	69	81	
Intensity and working time	Strongly agree or agree with the fact	- not to have an excessive amount of work	33	40
		- to have enough time	37	44
		- to have clear and sufficient information to do their job properly	64	71
		- to have appropriate and sufficient resources	45	52
		- have sufficient and appropriate training	50	53
	Always or often have	- the feeling of not being exploited	73	78
		- the feeling of not being overwhelmed by rapid change	72	79
Autonomy	Strongly agree or agree with the fact	- to be able to organise their work in the desired way	79	85
		- to be able to develop professional skills	67	73
	Always or often bored	9	5	
Insecurity of the work situation	Strongly agree or agree with being able to do the same job until retirement	38	58	

Source : 2019 National school climate survey of secondary school staff.

Carrying out the teaching mission

In the TALIS survey, as in the national school climate survey, **almost all teachers reported having good or very good relations with pupils**. In secondary education, for example, more than 9 out of 10 teachers feel completely or somewhat respected by students (*Table 3*). In TALIS 2018, **around seven out of ten teachers** (76% in primary education and 69% in lower secondary education) **report that their students strive to create a pleasant learning environment**. Nevertheless, depending on the teaching context, some teachers are more exposed to difficulties in classroom management.

In primary education, 44% of teachers consider that they frequently lose a lot of time in class because of disruptive pupils. However, this average masks disparities: 60% in priority education compared with 28% in the private sector. In lower secondary schools, the indicator shows values that are very comparable to those observed in primary education on average and in the various teaching contexts. These differences are not surprising, since public schools and private schools have different student profiles than schools in priority education networks. However, it should be mentioned that **the results of the evaluation of the reform of halving class size in priority education networks show a positive evolution of the classroom climate in small classes** ([NI 20.15](#)).

In TALIS, teachers are also asked about their classroom management skills (“How well do you manage to get students to follow the rules in class?”, for instance), their teaching skills (“To what extent do you manage to apply different teaching methods in the classroom?”, for instance) and their ability for engaging student in learning activities (“To what extent do you succeed in motivating students who have little interest in school work?”, for instance). These three dimensions document their sense of self-efficacy, which, according to the social-cognitive theory of the American psychologist Albert Bandura (2010), is the basis of their motivation and well-being. *Table 5* shows that **in 2018, two years before the outbreak of the health crisis and the introduction of distance learning, very few primary school teachers and lower secondary school teachers (9% and 17% respectively) expressed a high capacity to encourage student learning through digital tools**. Few also felt very effective in motivating students who showed little interest in school work (15% and 13%, respectively), helping them to develop critical thinking skills (18% and 24%, respectively), managing disruptive behaviour in the classroom (19% and 22%, respectively), or using differentiated instruction in the classroom (22% and 22%, respectively).

TABLE 5 • Teachers' sense of self-efficacy (in %)

Percentage of teachers expressing a <i>high capacity to do so</i>	Primary school teachers	Lower secondary school teachers
Getting students to realise that they can succeed	29	24
Helping students to value the act of learning	33	23
Managing disruptive behaviour in the classroom	19	22
Motivating students with little interest in school work	15	13
Clearly state the expectations in terms of behaviour	41	44
Helping students develop critical thinking skills	18	24
Getting students to respect classroom rules	36	38
Calming a noisy or disruptive student	23	28
Use a variety of assessment methods	12	24
Explain differently when pupils are confused	29	40
Apply different teaching methods in the classroom	22	22
Encouraging student learning through digital technology	9	17

Source : TALIS 2018.

Exploitation of the data collected in 2018 and their comparison with those collected in 2013 (possible for secondary education only) suggest a **general deterioration in teachers' sense of personal effectiveness** (NI 19.23). Several factors relating to the composition of the student body could be invoked to explain the changes in French teachers' representations since 2013. Indeed, schools are taking in increasingly heterogeneous groups of pupils, and in particular pupils with special educational needs. Thus, the enrolment of pupils with disabilities in ordinary classes in secondary education increased by 43% between 2013 and 2017 (RERS 2018). Over the same period, measures to prevent students from dropping out have also made it possible to enrol pupils who were leaving the education system without a diploma. These trends, even if they only concern a small proportion of pupils, are likely to influence teachers' perceptions of their profession and the conditions in which they work.

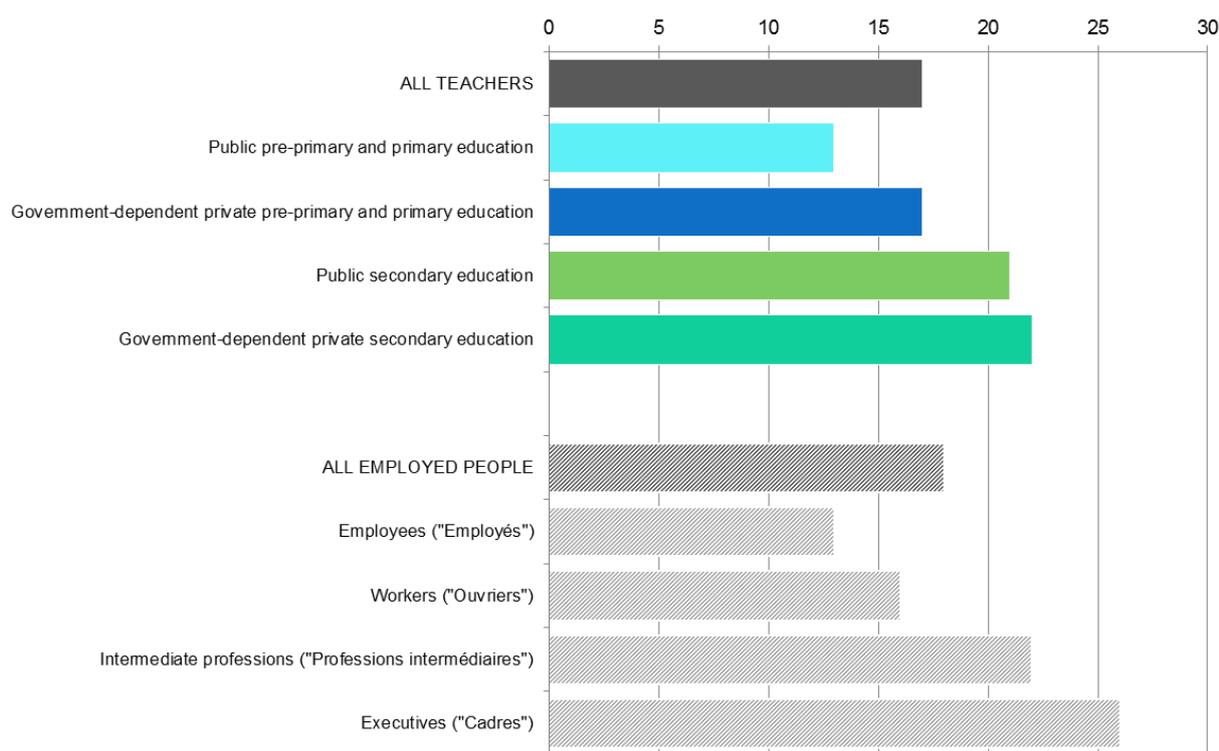
In 2018, the highest training needs cited by teachers are related to teaching pupils with special educational needs (47% of primary school teachers and 34% of middle school teachers) and implementing individualised teaching approaches (28% and 24% respectively). The acquisition of skills for using digital technology in teaching is also an important training need for 35% of primary school teachers and 23% of lower secondary school teachers.

Analysis and monitoring of all of these indicators is important because the 2019 school climate survey found that in 2019 **only 38 per cent of secondary school teachers in the public sector (compared with 58 per cent in the private sector) said they felt able to do the same job until retirement** (*Table 4*; NI 19.53).

↳ Living conditions (commuting time)

Almost one-third of public pre-primary and primary school teachers live and work in the same town. Overall, half work less than 13 minutes from home (Figure 3; [NI 19.27](#)). In secondary education, teachers' commuting time is somewhat longer, with half taking at least 21 minutes to reach their school. Overall, teachers have a median commuting time of 17 minutes, as do all French employed people. Given the distribution of schools across the country, teachers live in all types of areas. They make shorter commuting in terms of kilometers, but longer ones in terms of time when they live in densely populated areas. Thus, young teachers have longer commuting times than their elders do, notably because they more often live in urban areas. In Paris, the majority of teachers live in the outlying *arrondissements* when they work in Paris. Of the teachers who live in Paris and work in another *département* of the Ile-de-France *région*, one-third go to a school in Seine-Saint-Denis⁴.

FIGURE 3 • Comparison of the median commuting time of teachers, in minutes, with that of all employed people



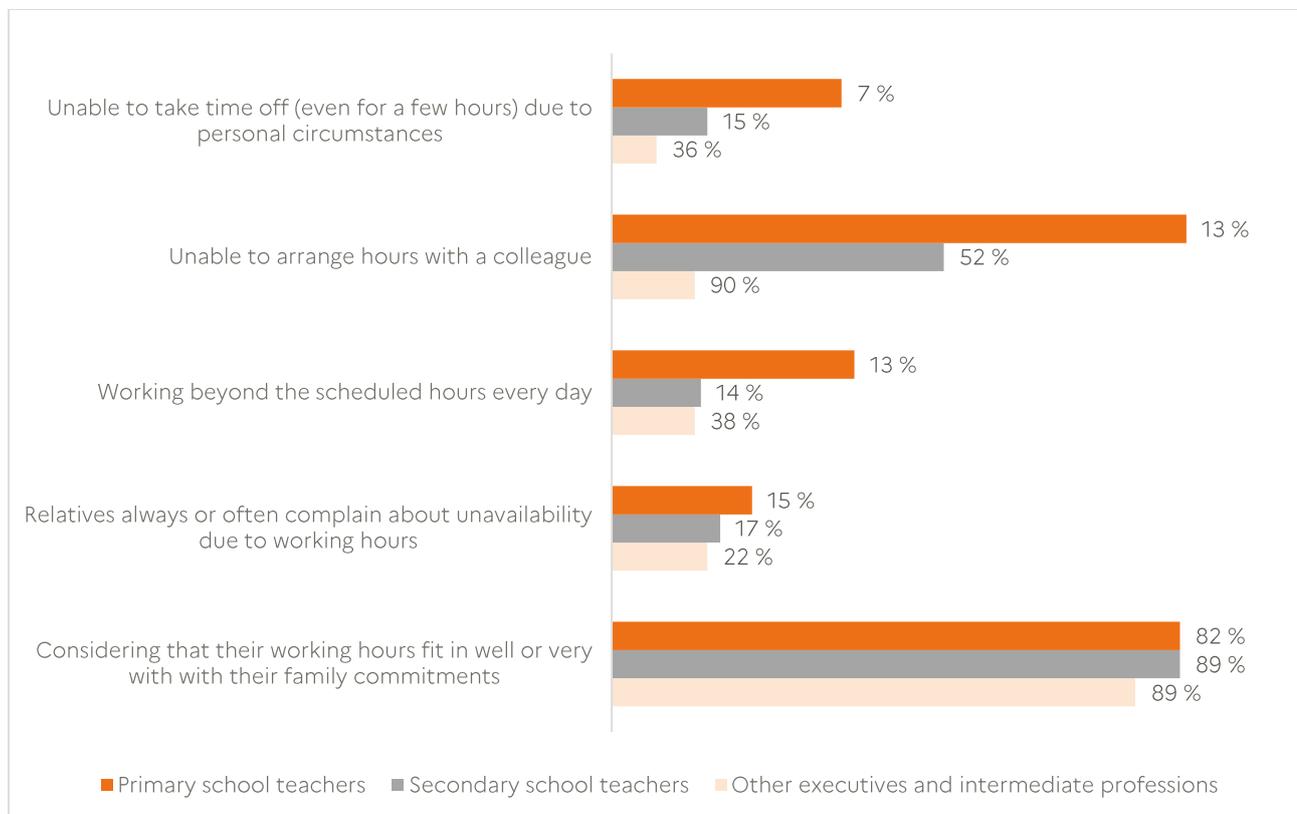
Source : MENJ-MESRI-DEPP, BSA 2017. INSEE, DADS 2004 (BACCAINI B., SEMECURBE F. and THOMAS G., 2007, 'Les déplacements domicile-travail amplifiés par la périurbanisation', Insee Première, n°1129, INSEE). The calculation of commuting time is carried out using the same methodology for both sources.

⁴ *Arrondissement, département, région* are territorial authority and administrative districts.

↘ Organisation of working time

A specific feature of teachers' working hours is that about half of their time is reserved for marking assignments, preparing lessons and other activities (NI 13.12 and NI 13.13). This part of the work can be done at home, and they can choose their hours outside of class. However, their working hours are perceived as inflexible by the teachers themselves, as class hours are difficult to change: 90% of pre-primary and primary school teachers and 52% of secondary school teachers said they could not change their hours by making arrangements with a colleague, compared with 13% of other executives and intermediate professionals (Figure 4; NI 21.18). Similarly, 36 per cent of pre-primary and primary school teachers and 15 per cent of secondary school teachers said they could never take time off for a personal or family emergency, even for a few hours, compared with 7 per cent of other executives and intermediate professionals. School teachers are also relatively more likely to say that they work beyond their scheduled hours every day and that their relatives always or often complain about their unavailability because of their working hours. However, teachers are also more likely to feel that their working hours fit in well or very well with their social and family commitments (89% of teachers compared with 82% of other executives and intermediate professionals).

FIGURE 4 • Impact of working hours on personal life (in %)



Source : DARES, Working conditions - psycho-social risks 2016.

➤ Absences for health reasons, work-related stress and burnout

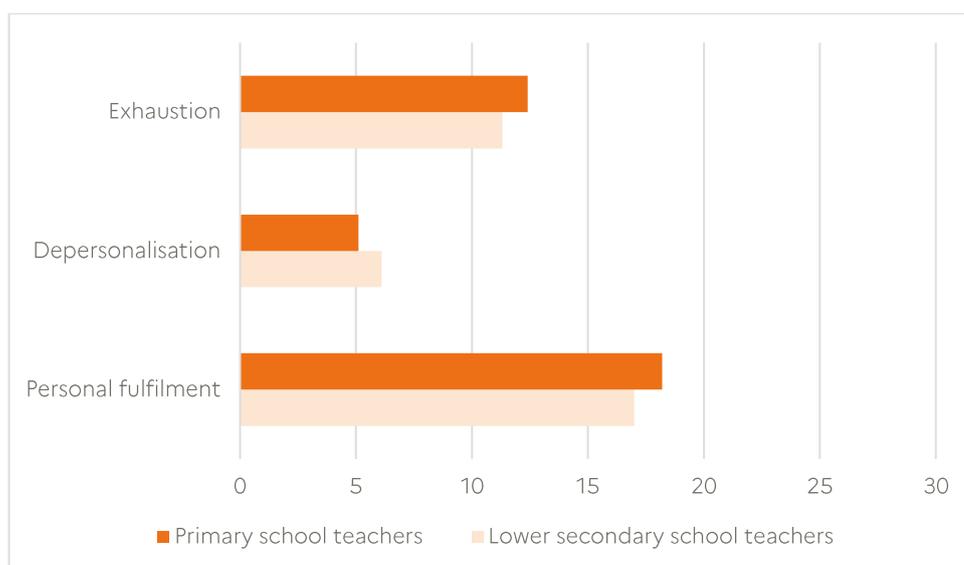
According to comprehensive data from the November 2018 leave statistics database for the 2017-2018 school year, presented in [NI 20.31](#), **on average, 5.6% of public sector teachers are absent each working day. However, they are no more absent than other state civil servants are**, and less so than local and hospital civil servants. About half of the absences concern long periods of absence (long-term leave, long-term sick leave, maternity leave). The other half comes from ordinary sick leave (CMO), which is often unpredictable, and half of which does not exceed three days. Thus, **on average each day** (excluding weekends, school holidays and bank holidays), **only 3% of teachers are absent on ordinary sick leave**. This percentage fluctuates during the school year, with a peak in winter. On the other hand, it remains stable depending on the day of the week. One in two teachers being on sick leave during the year was absent for a total of five days or less. While nearly 80% of teachers being on sick leave at most twice, 5% were on sick leave at least five times during the year.

In 2018-2019, 45% of staff in public sector teaching bodies had at least one health-related leave, with an average cumulative duration of 16.9 days per staff member for all staff, including 7.4 days of CMO, 5.3 days for long leave, 3.5 days for maternity leave (comprehensive data from November 2019 leave statistics database).

The TALIS survey also makes it possible to document teachers' feelings of stress related to the exercise of their profession. The *Note d'information* [NI 20.11](#) provides results based on the responses of teachers working in lower secondary classes. **In France, as in the EU, half of middle-school teachers say they are stressed by their work**. One-third of teachers reported that their job had a negative effect on their mental health (1.5 times the EU average) or on their physical health (twice the EU average). However, **fewer French teachers than in the rest of the EU** (11% compared with 17%) **report being 'very stressed' at work**. They report an equivalent level of stress in the public sector, whether they work in PE or not (56% and 53%), but higher than their private sector colleagues (45%). The sources of stress identified as important and most cited by French teachers are "*having too much homework to correct*" (24%), "*having to comply with new requirements from national, academic or local authorities*" (24%) and maintaining discipline (22%). They vary according to the teaching context: maintenance of discipline is most frequently mentioned in PE (33%), compliance with new requirements of authorities in the public sector outside PE (25%) and too much homework to correct in the private sector (28%). **Teachers who are least satisfied with their work environment also report being the most stressed by their job**. The source of stress most often cited by the latter was maintaining discipline (38%, a difference of 28 pp compared with the teachers most satisfied with their work environment). Similar data have also been collected from primary school teachers but have not yet been published. In general, **primary school teachers report a poorer sense of well-being at work than their colleagues in middle-schools do**. More than 6 out of 10 primary school teachers report being stressed by their work (but only 13% chose the 'very much' option). The gap between the public and private sectors on this indicator is comparable in magnitude to that observed in lower secondary education. More primary school teachers also consider that their job has a negative effect on their mental (44%) or physical (46%) health. The sources of stress identified as important and the most cited were "*having to adapt sessions to pupils with special educational needs*" (31%) and "*being held responsible for the success of pupils*" (31%). **Again, these averages mask disparities according to the teaching context**. For example, significantly more PE primary school teachers (41%) than private sector primary school teachers (23%) cited adapting their teaching to students with special educational needs as a major stressor.

In 2018, the French Talis questionnaire included a scientifically validated scale for measuring burnout. It thus provides a complementary indicator for reporting on teachers' well-being. The test, developed in the 1980s by the American psychologist Christina Maslach, makes it possible to construct three scores relating to exhaustion (emotional, psychological and physical), depersonalisation (which translates into a form of indifference towards the job) and personal fulfilment. The answers to the test questions are given in the form of a 6-point frequency scale, ranging from 0 to 6. The points for each subset of questions are aggregated to construct scores. As each score is constructed from the answers to five different questions, they have a minimum value of 0 and a maximum value of 30 (*Figure 5*).

FIGURE 5 • Measurement of burn-out (Maslach)



Source : TALIS 2018.

The data for primary school teachers and lower secondary school teachers show on average significantly higher values for the personal fulfilment score than for the exhaustion and depersonalisation scores, whereas the opposite would indicate a high level of burnout. In lower secondary schools, only 5% of teachers have depersonalisation and burnout scores that are higher than the personal fulfilment score. In primary education, the proportion is similar (3%). Finally, regardless of the level of education considered, the largest differences are observed according to the teachers' perception of their effectiveness: thus, teachers who perceive themselves as not very effective have higher burnout and depersonalisation scores and a lower personal achievement score than those who perceive themselves as very effective. These differences remain statistically significant after controlling for years of service, gender and school sector.

The *Note d'information* [NI 20.11](#) also provides an analysis of the relationships between some indicators of well-being based on data collected from middle-school teachers: the results show that teachers who are least satisfied with their work environment also report being the most stressed by their job. They identified discipline maintenance as a significant stressor (38%, a 28 pp difference from the most satisfied teachers). Indeed, these teachers reported a more disruptive classroom climate: more of them had to wait quite a long time for students to settle down at the beginning of the session (50% compared with 22% of the most satisfied teachers), lost time to disruptive students (55% compared with 28%), and had a lot of noise that disrupted the classroom (45% compared with 20%). In this respect, it should be noted that classroom and pupil behaviour management is one of the areas in which French teachers feel least well prepared by their initial training. Moreover, French teachers report that they receive little in-service training in this area: only 24% of teachers who had received in-service training in the last 12 months had received training in this area (in comparison, twice as many EU teachers had received in-service training). Classroom management and student behaviour are not identified as a priority training need by French teachers ([NI 19.23](#)): only 13% identified a high need for in-service training on this aspect of the job. The teachers least satisfied with their work environment are nevertheless twice as likely as their more satisfied peers to report a high need for in-service training on this aspect of the profession (and it is here that the gap in training needs between the two groups of teachers is the greatest).

➤ Health crisis

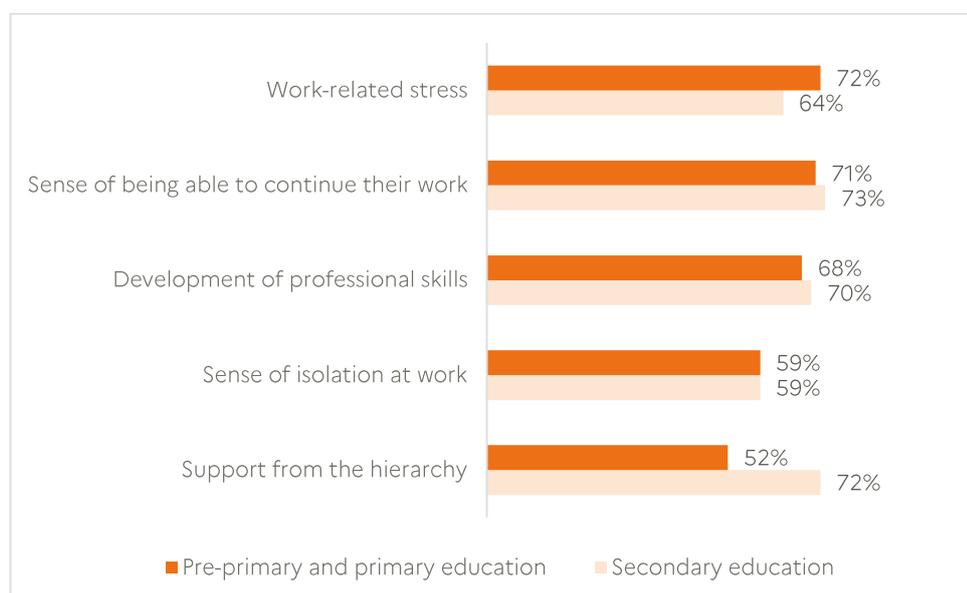
The DEPP has endeavoured to gather the feelings of school staff regarding the implementation of distance learning during the period when schools were closed in the spring of 2020, in particular by means of [a specific survey](#) conducted among all teachers in pre-primary, primary and secondary education, from kindergarten (*maternelle*) classes to secondary school classes. Preliminary results were published in [NI 20.26](#) and an associated [dossier](#) presenting additional data. The results discussed below and shown in *Figure 6* are drawn from these publications and from *ad hoc* analyses.

During the period of distance learning, more than 7 out of 10 teachers felt that they were able to continue their teaching duties. A similar proportion reported that most, if not all, of their teaching sessions were suitable for adaptation in the context of distance learning. Seven out of 10 teachers reported that they had developed their professional skills as part of the pedagogical continuity scheme.

In the first few days of implementation, teachers mainly received individual pedagogical support from their teaching colleagues (around 60%, regardless of the level of education). With regard to the individual help received on the material and technical level, also in the first few days, around 40% of pre-primary and primary school teachers were able to rely on their teaching colleagues or the school principal. In secondary education, most support came from teacher colleagues (43%, compared to 31% for help from the management team).

Almost six out of ten teachers felt isolated in their work. In pre-primary and primary education, only 52% reported having received support from their superiors, compared with 72% in secondary education. The average calculated for pre-primary and primary education actually masks a large difference according to the teaching sector (70% of teachers in the private sector report having received such support).

FIGURE 6 • Teachers' feelings during the distance learning period (in %)



Source : Continuity survey 2020.

In pre-primary and primary education, 72 per cent of teachers report having been stressed by their work, compared with 64 per cent of those in secondary education. These average values are about 10 percentage points higher than those documented by the TALIS 2018 survey (see section on '*Absence due to health, work-related stress and burnout*'). In both primary and secondary education, up to four out of 10 teachers cited the workload of preparing for teaching sessions, trying to keep in touch with all their students, or being held accountable for their success in this particular context as significant stressors. In secondary education, a similar proportion of teachers also cited the heavy workload of correcting homework, the instability of some digital infrastructure, or having to respond to family concerns.

The survey also asked teachers about areas that might have been positively affected by the introduction of the educational continuity scheme. A large majority (91 per cent in pre-primary, primary education and 83 per cent in secondary education) considered that distance education could have a positive impact on the recognition of teachers' work by families.

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