



NATIONAL
EDUCATION
STRATEGY

2024 - 2030

**Report on the Educator Wellbeing and Job
Satisfaction Survey
for Scholastic Year 2023 – 2024**

People Management Department
within the
Ministry of Education, Sports, Youth,
Research and Innovation

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¹ Viac. C. & Fraser. P. (2020). Teachers' Well-being: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

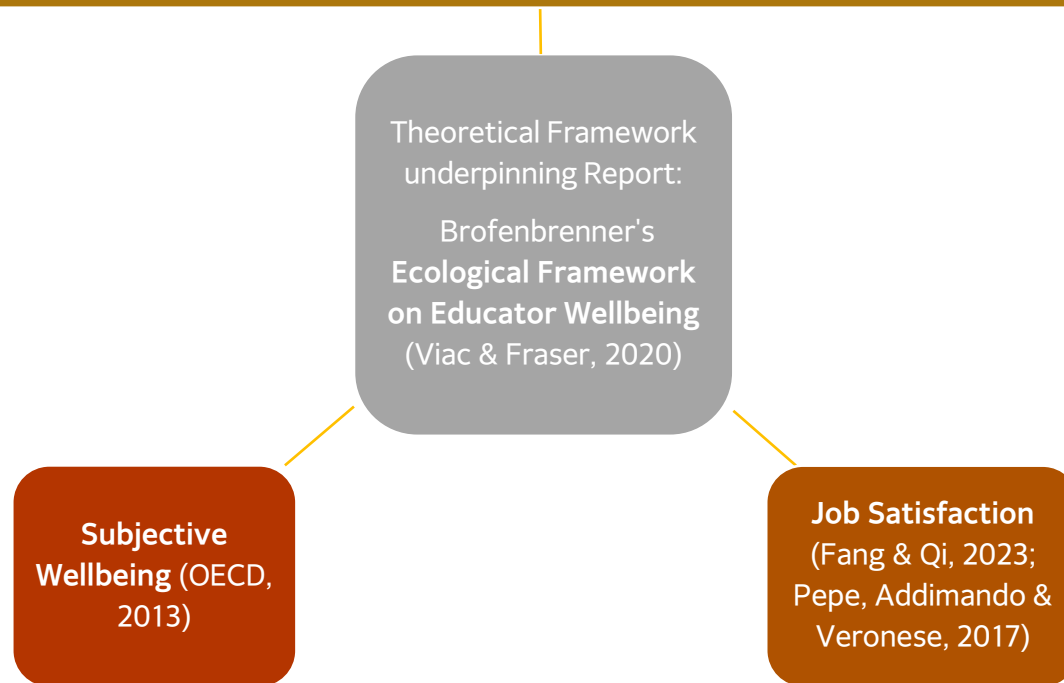
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List of Abbreviations

BitC	Business in the Community
ESP	Employee Support Programme
HoCN	Head of College Network
KGEs	Kindergarten Educators
LSEs	Learning Support Educators
MEYR	Ministry for Education, Sports, Youth, Research, and Innovation
MHFA	Mental Health First Aid
MHL	Mental Health Literacy
OECD	Organisation for Economic Co-operation and Development
SEL	Social Emotional Learning
SPANE	Scale of Positive and Negative Experience
SPANE-B	Scale of Positive and Negative Experience – Balance
SPANE-P	Scale of Positive and Negative Experience – Positive
SPANE-N	Scale of Positive and Negative Experience – Negative
SWEMWBS	Warwick-Edinburgh Wellbeing Scale (7 Item)
SWLS	Satisfaction with Life Scale (SWLS)
TALIS	Teaching and Learning Survey
TJSS-9	Teacher Job Satisfaction Survey
tMHFA	Teen Mental Health First Aid
WEMWBS	Warwick-Edinburgh Wellbeing Scale (14 item)
YMHFA	Youth Mental Health First Aid

Report Map

National Education Strategy 2024-2030 Initiative: An annual **Educators' Wellbeing Survey** is professionally designed, distributed and analysed, giving the Ministry visibility of changing trends in **job satisfaction** within the sector educators' suggestions on which changes they would like to see (MEYR, 2023).



Executive Summary

This report provides a comprehensive overview of the findings from the Educators' Wellbeing Survey for 2024. The survey was developed to assess subjective wellbeing and job satisfaction among educators in line with the *National Education Strategy for Malta 2024 – 2030* initiative: *'An annual Educators' Wellbeing Survey is professionally designed, distributed and analysed, giving the Ministry visibility of changing trends in job satisfaction within the sector educators' suggestions on which changes they would like to see'*. This report includes a background of educator wellbeing context in Malta. Results were gathered from an online survey that included responses from 1678 educators (+/- 2.11% margin of error, 95% confidence level and 50% distribution rate). It delves into [1] a general report on educators' subjective wellbeing and job satisfaction followed by seven separate reports that delve into subjective wellbeing of different educator roles: [2] learning support educators (LSEs), [3] kindergarten educators (KGEs), [4] teachers, [5] assistant heads of schools, [6] heads of department, [7] heads of school and [8] education officers. Most educators across various roles experience moderate levels of life satisfaction and affective states. Notably, over 80% of educators report high or very high levels of eudaimonia, indicating a strong sense of purpose and meaning in their roles. Heads of schools exhibit the highest levels of overall subjective wellbeing across all three measured aspects. Job satisfaction is generally moderate among educators, though Heads of Schools, KGEs and Assistant Heads of Schools report higher satisfaction levels when compared to other roles. In contrast teachers and education officers exhibit slightly lower job satisfaction. There are strengths in educators' sense of purpose and certain aspects of job satisfaction such as relationships with co-workers, yet there are critical areas warranting attention to enhance overall wellbeing and effectiveness in the different educator roles. In this study and subsequent report key areas of concern have been identified namely: [1] relaxation, as across all roles, the ability to feel relaxed is significantly challenged, with many educators rarely or never feeling relaxed, highlighting prevalent high stress levels; [2] negative emotions as 'feeling unpleasant' is a common experience, with many educators sometimes or often experiencing this negative emotion; [3] future optimism as results present a mixed outlook on future optimism, with a large number of educators sometimes or rarely feeling optimistic about their future, underscoring the need for support in this area; and [4] student self-discipline, as with many educators rated students' self-discipline as poor or neutral, indicating a need for enhanced strategies to address the matter.

Report

Operational Definitions

Educator Wellbeing is a state where the educator experiences life and job satisfaction, feels a sense of belonging within one's own school community, feels a sense of flourishing in all aspects of life and work, ensures own self-care and experiences positive mental health which in turn brings about a sense of purpose and ownership in one's role as educator^{2,3}.

Educator: Research into educator wellbeing is generally focused on teachers rather than all educators⁴. In alignment with the Education Act (Cap. 605)⁵, in this report, the term 'educator' means heads of departments, heads of schools, assistant heads of schools, education officers, teachers, kindergarten educators and learning support educators.

Job Satisfaction refers to educators' general feelings and perceptions about their job and work experience and is an indicator for individuals to assess their job achievements to prove the value of their work⁶.

Mental Health Literacy (MHL) has been defined as knowledge and beliefs about mental health conditions that aid recognitions, management, or prevention of these conditions⁷.

Subjective Wellbeing can be defined as the meaning and measuring of how people evaluate and feel about their wellbeing⁸ and in this report is measured through the items of life evaluation, the affective & *Eudaimonia*^{9,10}.

²Sullivan. B., Roche. M., Glenn. M. & McDonagh. C. (2021). Practitioner Enquiry and Action Research for Teacher Wellbeing. In: Murphy. T. & Mannix-McNamara. P. (2021). (Eds.) *International Perspectives on Teacher Wellbeing and Diversity: Portals into Innovative Classroom Practice*. ISBN: 978-981-16-1699-0.

³Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

⁴Cann. R. F., Sinnema. C., Daly. A. J., Rodway. J. & Liou. Y. (2022). The Power of School Conditions: Individual, Relational, and Organisational Influences on Educator Wellbeing. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.775614

⁵ Education Act (2019). *Chapter 605 of the Laws of Malta 2021*.

⁶ Fang. J. & Qi. Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLoS One*, 18(10). Doi: 10.1371/journal.pone.0287555.

⁷ Hart. L. M., Mason. R. J., Kelly. C. M., Cvetkovski. S. & Jorm. A. F. (2016). 'teen Mental Health First Aid': a description of the program and an initial evaluation. *International Journal of Mental Health Systems*, 10(3), doi: 10.1186/s13033-016-0034-1

⁸ Song. H., Gu. Q. & Zhang. Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26(1), 3-31. Doi: 10.1080/13540602.2020.1719059

⁹Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

Introduction

All professions have dimensions that increase motivation and participation in the workplace or threaten wellbeing¹¹, however, research shows that education professionals are significantly more likely to say they feel stressed (29%) when compared with other employees (18%)¹². The role of an educator is of fundamental importance in the children and young people's development; thus, educational communities and systems have great expectations for the educators' work by which said role brings with it high emotional demands^{13, 14, 15}. Moreover, the profile of the educator in today's world along with working conditions and classroom processes continuously change¹⁶. Educators do not work in a vacuum; thus, it is imperative that educator wellbeing is analysed through multi- and unidirectional relationships and connections that interact across the educators' lives and roles, thus, this report views educator wellbeing through Bronfenbrenner's Ecological Systems Theory^{17, 18, 19}. The Systems Ecological Model to educator wellbeing promotes a

¹⁰ Song, H., Gu, Q. & Zhang, Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26 (1), 3-31. Doi: 10.1080/13540602.2020.1719059

¹¹Cui, L. (2022). The Role of Teacher-Student Relationships in Predicting Teachers' Occupational Wellbeing, Emotional Exhaustion and Enthusiasm. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.896813

¹²Education Support. (2017). *Health Survey 2017: The mental health and wellbeing of education professionals in the UK*. Accessed from <https://www.educationsupport.org.uk>

¹³Cui, L. (2022). The Role of Teacher-Student Relationships in Predicting Teachers' Occupational Wellbeing, Emotional Exhaustion and Enthusiasm. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.896813

¹⁴Hine, R., Patrick, P., Berger, E., Diamond, Z., Hammer, M., Morris, Z. A., Fathers, C. & Reupert, A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

¹⁵ Viac, C. & Fraser, P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

¹⁶ Viac, C. & Fraser, P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

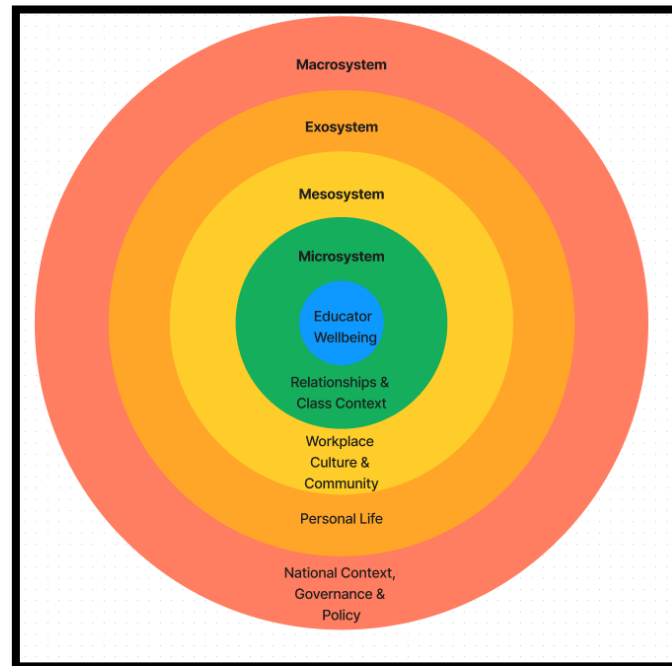
¹⁷Berger, E., Reupert, A., Campbell, T., Morris, Z., Hammer, M., Diamond, Z., Hine, R., Patrick, P. & Fathers, C. (2022). A Systematic Review of Evidence-Based Wellbeing Initiatives for Schoolteachers and Early Childhood Educators. *Educational Psychology Review*, 34, 2919-2969, doi: 10.1007/s10648-022-09690-5

¹⁸Hine, R., Patrick, P., Berger, E., Diamond, Z., Hammer, M., Morris, Z. A., Fathers, C. & Reupert, A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

¹⁹ Hofstadler, N., Babic, S., Lammerer, A., Mercer, S. & Oberdorfer, P. (2021). The ecology of CLIL teachers in Austria – an ecological perspective on CLIL teachers' wellbeing, *Innovation in Language Learning and Teaching*, 15 (3), 218-232. Doi: 10.1080/17501229.2020.1739050

more holistic understanding of educator wellbeing and can guide development and evaluation of educator wellbeing programmes and initiatives²⁰:

Diagram 1: An Example of the Ecological Framework to Educator Wellbeing being proposed in line to the roles of LSEs, KGEs and Teachers.



Due to the salient matter of educator wellbeing, the Ministry for Education, Sports, Youth, Research, and Innovation, ensured that Wellbeing for educators and students is given the utmost importance with the newly launched *The National Education Strategy for Malta 2024-2030*²¹. Within education, there is no agreed definition of wellbeing²², as academic work focused on the dimensions of educator wellbeing, rather than on a definition of wellbeing²³. The term *wellbeing* evokes ‘a sense of positivity, engendering attributes such as happiness, contentment and fulfilment’²⁴, ‘is more than the absence of negative states

²⁰Berger. E., Reupert. A., Campbell. T., Morris. Z., Hammer. M., Diamond. Z., Hine. R., Patrick. P. & Fathers. C. (2022). A Systematic Review of Evidence-Based Wellbeing Initiatives for Schoolteachers and Early Childhood Educators. *Educational Psychology Review*, 34, 2919-2969, doi: 10.1007/s10648-022-09690-5

²¹ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *Visioning the Future by Transforming Education: National Education Strategy 2024-2030*. Malta: MEYR

²² Turner. K. & Garvis. S. (2023). Teacher Educator Wellbeing, Stress and Burnout: A Scoping Review. *Education Sciences*, 13 (351), doi: 10.3390/educsci13040351.

²³ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

²⁴ Sullivan. B., Roche. M., Glenn. M. & McDonagh. C. (2021). Practitioner Enquiry and Action Research for Teacher Wellbeing. In. Murphy. T. & Mannix-McNamara. P. (2021). (Eds.) *International Perspectives on Teacher Wellbeing and Diversity: Portals into Innovative Classroom Practice*. ISBN: 978-981-16-1699-0.

and characterized by various indicators such as positive emotion, meaning in life and feelings of satisfaction²⁵, and it is 'a state of thriving whereby educators feel energized, motivated, creative and resilient'²⁶. OECD presents five dimensions to an educator's occupational wellbeing: cognitive, subjective, physical & mental, and social²⁷. There are four elements that influence career wellbeing and its advancement: employees and labour (employees and their jobs and their psychological and physical workload, personal assets, and influencing elements), labour circumstance (the physical functioning setting and occupational safety matters), expert ability (career ability and choices for extra learning or coaching), and labour society (incorporates dimensions like career and organizational oversight, leadership, societal help and employee association)²⁸. Wellbeing can be described as 'holistic ways of incorporating physical and social emotional dimensions along with a broad sense of purpose in the role of an educator and meaning in life beyond work'²⁹. The OECD framework for measuring wellbeing presents eleven dimensions for wellbeing, both objective and subjective, which are grouped under two broad headings: material conditions and quality of life³⁰:

²⁵ Cann. R. F., Sinnema. C., Daly. A. J., Rodway. J. & Liou. Y. (2022). The Power of School Conditions: Individual, Relational, and Organisational Influences on Educator Wellbeing. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.775614

²⁶Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

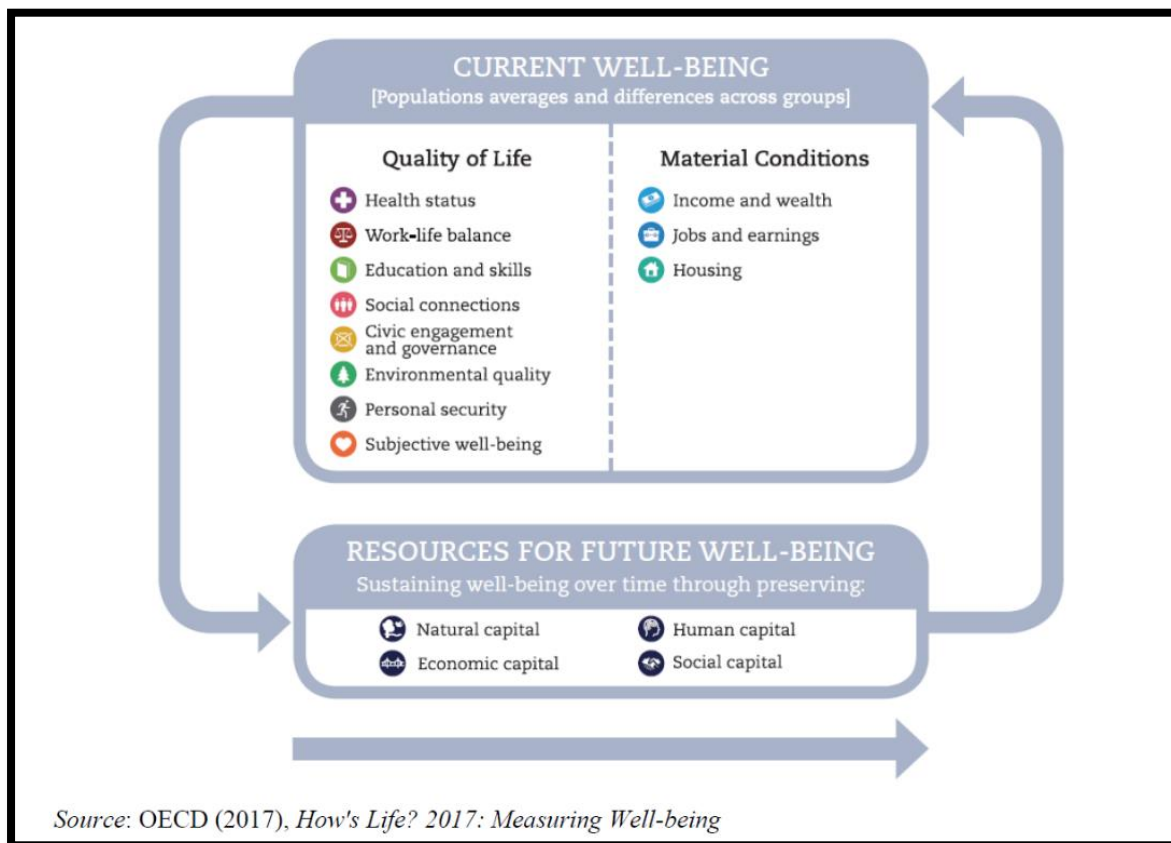
²⁷ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

²⁸Cui. L. (2022). The Role of Teacher-Student Relationships in Predicting Teachers' Occupational Wellbeing, Emotional Exhaustion and Enthusiasm. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.896813

²⁹Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

³⁰ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

Diagram 2: The OECD framework for measuring wellbeing³¹



Thus, this report defines educator wellbeing as ‘a state where the educator experiences life and job satisfaction, feels a sense of belonging within one’s own school community, feels a sense of flourishing in all aspects of life and work, ensures own self-care and experiences positive mental health which in turn brings about a sense of purpose and ownership in one’s role as educator^{32, 33}. Educator wellbeing is enhanced when it is ‘integrated into schools, embraced by leadership and underpinned by theory or an evidence-based framework’³⁴ and when it ‘is supported there is social reciprocity between

³¹ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

³² Sullivan. B., Roche. M., Glenn. M. & McDonagh. C. (2021). Practitioner Enquiry and Action Research for Teacher Wellbeing. In. Murphy. T. & Mannix-McNamara. P. (2021). (Eds.) *International Perspectives on Teacher Wellbeing and Diversity: Portals into Innovative Classroom Practice*. ISBN: 978-981-16-1699-0.

³³ Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

³⁴ Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

educators who show individual tendencies to help others and educators' beliefs that having the right relationships can positively influence happiness and performance at work³⁵. Educators with high levels of wellbeing are likely to report higher levels of self-efficacy, job satisfaction, stronger motivation, and increased commitment to stay in the profession³⁶. Factors that support educator wellbeing are teaching and engagement with students, feeling valued, work-life balance, positive relationships with colleagues, manageable workload and receiving positive feedback³⁷. Circumstances that can positively or negatively influence wellbeing can be one's standard of living or one's workplace culture, and, also, when discussing educator wellbeing the quality of interactions is more important than the quantity³⁸. Educator self-efficacy and job satisfaction tends to be associated with higher frequency of implementation of effective practices and participation in effective forms of professional development³⁹. Support for educator wellbeing could mean engagement in self-care strategies including exercise, a nutritious diet, using holidays to unwind and maintaining a work-life balance⁴⁰.

Research shows that how educators feel about their lives and the extent to which they are satisfied with the quality of their subjective wellbeing can have profound implications for their practices, their retention decisions, and perhaps most importantly, the learning and achievement of their students⁴¹. Job Satisfaction was first introduced in 1935 by Hoppock, who believed that job satisfaction is the psychological and physical satisfaction of employees with environmental factors, that is, the subjective response of workers to the work situation⁴². It can be referred to as 'the extent to which employees like the

³⁵Cann. R. F., Sinnema. C., Daly. A. J., Rodway. J. & Liou. Y. (2022). The Power of School Conditions: Individual, Relational, and Organisational Influences on Educator Wellbeing. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.775614

³⁶Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

³⁷Turner. K. & Garvis. S. (2023). Teacher Educator Wellbeing, Stress and Burnout: A Scoping Review. *Education Sciences*, 13 (351), doi: 10.3390/educsci13040351.

³⁸Cann. R. F., Sinnema. C., Daly. A. J., Rodway. J. & Liou. Y. (2022). The Power of School Conditions: Individual, Relational, and Organisational Influences on Educator Wellbeing. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.775614

³⁹Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

⁴⁰Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

⁴¹Song. H., Gu. Q. & Zhang. Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26(1), 3-31. Doi: 10.1080/13540602.2020.1719059.

⁴²Fang. J. & Qi. Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLoS One*, 18(10). Doi: 10.1371/journal.pone.0287555.

components of their job⁴³. Educator job satisfaction refers to educators' general feelings and perceptions about their job and work experience and is an indicator for individuals to assess their job achievements to prove the value of their work⁴⁴ and could be associated with the fact that they can make a positive difference to the learning and achievement of the children and young people for whom they have deep moral and professional responsibilities⁴⁵. It could mean a satisfying state of mind which is closely associated with the reward that educators derive from students' success and their evaluations of the work environments in terms of developing their capabilities to bring about such success⁴⁶. Research have shown that good job satisfaction correlates positively with positive wellbeing^{47, 48} and produces positive results such as teaching effectiveness⁴⁹ and better performance⁵⁰. Also, a positive school climate can promote job satisfaction⁵¹. Moreover, poor job satisfaction linked to work-related stress⁵².

Compromised wellbeing could mean feeling emotionally drained, ruminating on past events, being physically exhausted, feeling uneasy or worried about students who were struggling, feeling undervalued, invisible, isolated, and losing confidence, or feeling inadequately skilled to meet the demands of one's role⁵³. Factors that compromise or

⁴³ Pepe. A., Addimando. L. & Veronese. G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

⁴⁴ Fang. J. & Qi. Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLoS One*, 18(10). Doi: 10.1371/journal.pone.0287555.

⁴⁵ Song. H., Gu. Q. & Zhang. Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26(1), 3-31. Doi: 10.1080/13540602.2020.1719059.

⁴⁶ Song. H., Gu. Q. & Zhang. Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26(1), 3-31. Doi: 10.1080/13540602.2020.1719059.

⁴⁷ Jentsh. A., Hoferichter. F., Blomeke. S., Konig. J. & Kiaser. G. (2022). Investigating teachers' job satisfaction, stress and working environment: The roles of self-efficacy and school leadership. *Psychology in Schools*, 60, 679-690. Doi: 10.1002/pits.22788.

⁴⁸ Fang. J. & Qi. Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLoS One*, 18(10). Doi: 10.1371/journal.pone.0287555.

⁴⁹ Fang. J. & Qi. Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLoS One*, 18(10). Doi: 10.1371/journal.pone.0287555.

⁵⁰ Song. H., Gu. Q. & Zhang. Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy and work satisfaction. *Teachers and Teaching*, 26(1), 3-31. Doi: 10.1080/13540602.2020.1719059.

⁵¹ Fang. J. & Qi. Z. (2023). The influence of school climate on teachers' job satisfaction: The mediating role of teachers' self-efficacy. *PLoS One*, 18(10). Doi: 10.1371/journal.pone.0287555.

⁵² Jentsh. A., Hoferichter. F., Blomeke. S., Konig. J. & Kiaser. G. (2022). Investigating teachers' job satisfaction, stress and working environment: The roles of self-efficacy and school leadership. *Psychology in Schools*, 60, 679-690. Doi: 10.1002/pits.22788.

⁵³ Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

decrease educator wellbeing are job insecurity, stressful working environments, excessive workload, supporting student wellbeing, perceived lack of institutional support, and lack of opportunities for advancement^{54,55}. Undoubtedly, when wellbeing is compromised, it could lead to three elements of burnout namely emotional exhaustion, depersonalization, and lower personal achievement⁵⁶. Compromised wellbeing could be exhibited through behaviours such as skipping meals, feeling overwhelmed, losing enjoyment in life, dreading waking up and looking towards a brick wall, deteriorating and disengagement from relationships with students and colleagues⁵⁷.

⁵⁴ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

⁵⁵ Turner. K. & Garvis. S. (2023). Teacher Educator Wellbeing, Stress and Burnout: A Scoping Review. *Education Sciences*, 13 (351), doi: 10.3390/educsci13040351.

⁵⁶ Cui. L. (2022). The Role of Teacher-Student Relationships in Predicting Teachers' Occupational Wellbeing, Emotional Exhaustion and Enthusiasm. *Frontiers in Psychology*, 13, doi: 10.3389/fpsyg.2022.896813

⁵⁷ Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

Background

In Malta, the responsibility for the education system lies within the Ministry for Education, Sports, Youth, Research, and Innovation (MEYR) and the State School Sector is comprised of 10 College Networks whereby all state primary, middle, and secondary schools are grouped into ten colleges⁵⁸. In the scholastic year 2023-2024 there were 7540 educators working (2315 LSEs, 748 KGEs, 3680 teachers, 367 assistant heads of schools, 212 heads of department, 110 heads of schools, 108 education officers) employed with MEYR. In 2023, discussions on the Education Strategy for Malta for 2024-2030 led to Wellbeing as one of the three pillars within the National Education Strategy for Malta 2024-2030⁵⁹. Also, there were several initiatives in schools that support the wellbeing of educators and students during this scholastic year (2023-2024)⁶⁰.

One of the initiatives for educators that was initiated by the People Management Department within MEYR was the Engagement Programme. The Engagement Programme aims to reach out to educators and raise awareness regarding the support offered by the People Management Department within MEYR and People 360 and ESP with People and Standards within OPM. Through visits to schools, MEYR employees are gaining awareness that they can voice any concerns that may be impacting on their wellbeing and can reach out to the People Management Department if they wish support. Another initiative for educators in secondary schools was the YMHFA training for educators and training for secondary school students on tMHFA. For this report, which is the first of its kind for Malta, the respondents in the survey that led to this report that is the Educator Wellbeing Survey (see Appendix 1), were educators working in State Schools during the scholastic year 2023-2024 based on one of the measures in the National Education Strategy for Malta 2024-2030 being *A stronger support mechanism for all educators which increases the level of job satisfaction* and one of the initiatives being that ‘an annual Educators’ Wellbeing Survey is professionally designed, distributed and analysed, giving the Ministry

⁵⁸ European Commission. (2022). Organisation and Governance. *Eurydice National Directory: Malta Chapter 1*. Accessed from <https://eurydice.eacea.ec.europa.eu/national-education-systems/malta>

⁵⁹ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *Visioning the Future by Transforming Education: National Education Strategy 2024-2030*. Malta: MEYR

visibility of changing trends in job satisfaction within the sector and educators' suggestions on which changes they would like to see⁶¹.

Aims of Report

Based on the OECD's Conceptual Framework of Educator Wellbeing⁶², the following questions were asked to guide the aims of the study and the current report:

- What are the core components of educators' wellbeing?
- What working conditions shape educators' wellbeing?
- What are the expected outcomes of educators' wellbeing?

The aims of this study and subsequent report were:

- To gain an understanding of the overall subjective wellbeing of educators by examining life evaluation, the affective & *Eudaimonia*^{63, 64}.
- To gain an understanding of subjective views of educator job satisfaction.

⁶¹ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *Visioning the Future by Transforming Education: National Education Strategy 2024-2030*. Malta: MEYR

⁶² Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

⁶³ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

⁶⁴ Song, H., Gu, Q. & Zhang, Z. (2020). An exploratory study of teachers' subjective wellbeing: understanding the links between teachers' income satisfaction, altruism, self-efficacy, and work satisfaction. *Teachers and Teaching*, 26 (1), 3-31. Doi: 10.1080/13540602.2020.1719059

Methodology

The study undertaken in this report took a quantitative approach through an online survey as it sought to get an overview of educator subjective wellbeing in schools in Malta. There were a number of tools that measure subjective wellbeing and job satisfaction in populations and groups for example the Warwick-Edinburgh Wellbeing Scale⁶⁵; the Business in the Community BitC Toolkit⁶⁶; Mental Health at Work Toolkits⁶⁷; the Satisfaction with Life Scale (SWLS)⁶⁸; the Scale of Positive and Negative Experience (SPANE)⁶⁹; the Teaching and Learning International Survey (TALIS) with special reference to the School Climate and Job Satisfaction Section⁷⁰; the PISA Teacher Questionnaire⁷¹; and the Teacher Job Satisfaction Survey (TJSS-9)⁷².

For the Educator Subjective Wellbeing and Job Satisfaction Survey 2024, the SWEMWBS⁷³, the SPANE⁷⁴, the SWLS⁷⁵ were used to gauge into the subjective wellbeing of educators and the TJSS-9⁷⁶ was used to delve into the educators' job satisfaction for LSEs, KGEs, teachers, heads of department, assistant heads of school and heads of school, whilst a

⁶⁵Warwick Medical School. (2020). *The Warwick-Edinburgh Mental Wellbeing Scales - WEMWBS*. Accessed from <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

⁶⁶ The Prince's Responsible Business Network. (2023). *Business in the Community BitC Toolkits*. Accessed from <https://www.bitc.org.uk>

⁶⁷ Mind. (2021). *Mental Health at Work*. Accessed from <https://www.mentalhealthatwork.org.uk>

⁶⁸ Diener, E., Emmons. R. A., Larsen. R. J. & Griffin. S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

⁶⁹Diener. E. & Biswas-Diener. R. (2009). *Scale of Positive and Negative Experience (SPANE) as cited in* Organisation for Economic Co-operation and Development (OECD). (2013). *OECD Guidelines on Measuring Subjective Wellbeing*. OECD Publishing. Doi: 10.1787/9789264191655-en

⁷⁰ Organisation for Economic Co-operation and Development (OECD). (2018). *TALIS 2018 Questionnaires*. Accessed from <https://www.oecd.org/education/talis/talis2018questionnaires.htm>

⁷¹ Viac. C. & Fraser. P. (2020). Teachers' Wellbeing: A Framework for Data Collection and Analysis. *OECD Education Working Papers No. 213*. Doi: 10.1787/c36fc9d3-en.

⁷² Pepe. A., Addimando. L. & Veronese. G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

⁷³Warwick Medical School. (2020). *The Warwick-Edinburgh Mental Wellbeing Scales - WEMWBS*. Accessed from <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

⁷⁴Diener. E. & Biswas-Diener. R. (2009). *Scale of Positive and Negative Experience (SPANE) as cited in* Organisation for Economic Co-operation and Development (OECD). (2013). *OECD Guidelines on Measuring Subjective Wellbeing*. OECD Publishing. Doi: 10.1787/9789264191655-en

⁷⁵ Diener, E., Emmons. R. A., Larsen. R. J. & Griffin. S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

⁷⁶ Pepe. A., Addimando. L. & Veronese. G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

more generalized job satisfaction survey was used to gauge job satisfaction of education officers:

- The *Warwick-Edinburgh Wellbeing Scale* (SWEMWBS) is a 7-item scale or a 14-item scale that was developed to enable the monitoring of mental wellbeing in a population, and the evaluation of projects, programmes and policies which aim to improve mental wellbeing. For the survey that led to this report, the 7-item scale was used⁷⁷ (See Appendix 1 Section 3 Question 8).
- The *Scale of Positive and Negative Experience* (SPANE) is a 12-item scale that assesses both positive and negative feelings experienced by individuals. It includes six items for positive feelings and six for negative feelings, with each item scored on a 5-point scale^{78, 79} (See Appendix 1 Section 3 Question 9).
- The *Satisfaction with Life* (SWLS) is an 8-item scale that measures the respondent's overall satisfaction with one's life⁸⁰ (See Appendix 1 Section 3 Question 10).
- The *Teacher Job Satisfaction Scale* (TJSS-9) is a 9-item scale designed to measure job satisfaction among teachers. The scale assesses three aspects related to job satisfaction in the teaching profession: colleagues, students, and parents. The TJSS-9 has been used to evaluate job satisfaction levels among educators and to understand factors influencing their satisfaction at work⁸¹ (See Appendix 1 Section 2 Question 6). As the TJSS-9 was not an appropriate tool to be used with education officers, a more general tool was used to gauge Job Satisfaction (See Appendix 1 Section 2 Question 7).

Thus, the Educator Wellbeing Survey for Educators in Malta for 2024 was comprised of 3 sections with 9 questions. The first section focused on demographics with 5 closed ended multiple choice questions. The second section focused on job satisfaction and had 2 questions with 5-point scales⁸² (one tool gauge job satisfaction of teachers, LSEs, KGEs, Assistant Heads of Schools, Heads of Department and Heads of School and another tool

⁷⁷Warwick Medical School. (2020). *The Warwick-Edinburgh Mental Wellbeing Scales - WEMWBS*. Accessed from <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

⁷⁸ Feng, L. Bai, X. & Wang, Y. (2013). The Scale of Positive and Negative Experience (SPANE): Psychometric Properties and Normative Data in a Large Chinese Sample. *PLoS One*, 8(4), Doi: 10.1371/journal.pone.0061137

⁷⁹ Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of wellbeing: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266

⁸⁰ Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.

⁸¹ Pepe, A., Addimando, L. & Veronese, G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

⁸² Pepe, A., Addimando, L. & Veronese, G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

gauge job satisfaction of education officers). The choice of having two tools was made as not all education officers work with students and parents, thus, a more general tool was chosen that is more adequately to address job satisfaction of education officers. The third section focused on subjective wellbeing and had 3 questions with 5-point scales^{83, 84, 85}. The average time to complete the survey was 4 to 5 minutes. On submission of the survey, with the thank you note for completion and submission of the survey, an email address was presented to the respondents, should they have wished to contact the People Management Department with matters related to their subjective wellbeing and/or job satisfaction. Data collection was conducted for 3 weeks between 3 and 24 May 2024. The survey was sent three times as an email invitation ([See Appendix 2](#)) first on the 3rd May 2024, then on the 14th May 2024 and lastly on the 21st May 2024. Table A presents an overview of the variables used in the study for this report.

⁸³Warwick Medical School. (2020). *The Warwick-Edinburgh Mental Wellbeing Scales - WEMWBS*. Accessed from <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

⁸⁴Feng, L. Bai, X. & Wang, Y. (2013). The Scale of Positive and Negative Experience (SPANE): Psychometric Properties and Normative Data in a Large Chinese Sample. *PLoS One*, *8*(4), Doi: 10.1371/journal.pone.0061137

⁸⁵Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, *49*, 71-75.

Table A: Variables used in this Study

Analytic variable	Survey Item(s)	Response options	Analytic variable levels	Validity and Reliability`
Gender		Woman, Man, Non-binary, Prefer not to say	Items were analysed in their raw form.	
Age		18-24, 25-34, 35-44, 45-54, 55-64, over 65	Items were analysed in their raw form.	
Years working within the Education Sector		0-10 years, 11-20 years, 21-30 years, 31-40 years, over 40 years	Items were analysed in their raw form.	
Educational Context		Primary School, Middle School, Secondary School, Higher Secondary School, Office of the Head of College Network, Education Department	Items were analysed in their raw form.	
Educator Job Satisfaction (for	The quality of your relations with co-workers.	Very Poor, Poor, Neutral,	Items were analysed in their	The Teacher Job Satisfaction Scale (TJSS-9) ⁸⁶ is a

⁸⁶ Pepe. A., Addimando. L. & Veronese. G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

LSEs, KGEs, Teachers, Assistant Head of Schools, Heads of Department, Heads of Schools)	The extent to which your co-workers encourage you and support you in your work.	Good, Excellent	raw form. Total Job Satisfaction score, on a scale from 9 to 45, with higher scores indicating greater job satisfaction.	psychometrically sound tool to be used in the academic field. The tool has three dimensions: namely [i] the satisfaction of colleagues (3 items), [ii] the satisfaction of the parents (3 items) and [iii] the satisfaction with the behaviours of the students (3 items). The current version of the instrument (9 items) was developed from an original set of 35 elements. The scale has demonstrated good reliability and validity across different cultural groups, making it a valuable resource for measuring teacher job satisfaction ⁸⁷ .
	Your overall satisfaction with your co-workers.			
	The extent to which students act in a self-disciplined manner.			
	Your satisfaction with the behaviour of students in your school.			
	Your overall level of satisfaction with student discipline in your school.			
	The degree of interest shown by parents in education of their children.			
	The extent to which parents are supportive of the school and its programme.			
	Your overall level of satisfaction with parents where you work.			
Educator Job Satisfaction (for Education Officers)	Your overall work.	Never, Rarely, Sometimes, Often, Always	Items were analysed in their raw form.	The Job Satisfaction Survey (JSS) has demonstrated good validity evidence based on its internal structure. Confirmatory factor analysis has shown that the proposed 6-factor model with the dimension of overall work, recognition, communication with line manager, access to
	Having your work recognised and appreciated.			
	Communication with your line manager.		Total Job	

⁸⁷ Pepe. A., Addimando. L. & Veronese. G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

	Access to tools and resources to perform your job effectively.		Satisfaction score, on a scale from 7 to 35, with higher scores indicating greater job satisfaction.	tools/resources, feedback opportunities, and professional growth/work-life balance ⁸⁸ . This tool exhibits strong psychometric properties including validity and reliability, making it a well-established and suitable instrument for measuring job satisfaction across various work settings ⁸⁹ .
	Opportunities to provide feedback to your line manager.			
	Opportunities for professional growth.			
	Work-life balance.			
Subjective Wellbeing: Life Satisfaction (for all teaching grades)	I've been feeling optimistic about the future.	Never, Rarely, Sometimes, Often, Always	Items were analysed in their raw form. Total Life Satisfaction score on a scale from 7 to 35, with higher scores indicating greater life satisfaction.	The Warwick-Edinburgh Mental Wellbeing (SWEMWBS) is a 7-item tool that measures life satisfaction. The SWEMWBS has demonstrated good convergent validity strongly with other measures of mental wellbeing and has been validated for used in the general UK population ^{90, 91} .
	I've been feeling useful.			
	I've been feeling relaxed.			
	I've been dealing with problems well.			
	I've been thinking clearly.			
	I've been feeling close to other people.			
I've been able to make up my own mind about things.				
Subjective Wellbeing: Affective (for all teaching grades)	Positive	Never, Rarely, Sometimes, Often, Always	Items were analysed in the raw life.	The Scale for Positive and Negative Experience (SPANE) is a measure that consists of two six-item subscales assessing people's positive and negative experiences over the previous 4 weeks. The answers are given on a 5-point scale.
	Negative			
	Good			
	Bad			

⁸⁸ Van Saane. N., Sluiter. J. K., Verbeek. H. A. m. & Frings-Dresen. M. H. W. (2003). Reliability and validity of instruments measuring job satisfaction – a systematic review. *Occupational Medicine*, 53(191-200). Doi: 10.1093/occmed/kqg038

⁸⁹ Van Saane. N., Sluiter. J. K., Verbeek. H. A. m. & Frings-Dresen. M. H. W. (2003). Reliability and validity of instruments measuring job satisfaction – a systematic review. *Occupational Medicine*, 53(191-200). Doi: 10.1093/occmed/kqg038

⁹⁰ Rogers. K. D., Dodds. C., Campbell. M. & Young. A. (2018). The validation of the Short Warwick-Edinburgh Wellbeing Scale (SWEMWBS) with deaf British sign language users in the UK. *Health and Quality of Life Outcomes*, 16, 145.

⁹¹ Tennant. R., Hiller. L., Fishwick. R., Platt. S., Joseph. S., Weich. S., Parkinson. J., Secker. J. & Stewart-Brown. S. (2007). The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5:63. Doi: 10.1186/1477-7525-5-63

	Pleasant		Total Affective score on a scale from -24 to 24, with higher scores indicating greater affective subjective wellbeing component.	Due to the partial independence of the two types of feelings, the positive and negative scales are scored separately. Both the summed positive (SPANE-P) score and the negative (SPANE-N) can range from 6 to 30. These two scores can be combined by subtracting the negative score from the positive one, resulting in the balance (SPANE-B) scored with a range from 224 to 24 ⁹² . The SPANE has demonstrated good convergent validity, correlating strongly with the positive and negative subscales being distinct but related constructs and has a good construct validity, with the expected two factor structure (positive and negative affect) being supported by factor analysis and has also demonstrated good test-retest reliability with stable scores over time ⁹³ .
	Unpleasant			
	Happy			
	Sad			
	Afraid			
	Joyful			
	Angry			
	Contented			
Subjective Wellbeing: Eudemonic Scale (for all teaching grades)	I lead a purposeful and meaningful life.	Never, Rarely, Sometimes, Often, Always	Items were analysed in their raw form. Total Eudemonic score on a scale from 5 to 35, with higher scores indicating greater <i>eudaimonia</i> .	The Satisfaction with Life Scale (SWLS) is a 8-item self-report measure that assesses an individual's global cognitive judgements about their satisfaction with life. It is a widely used instrument for measuring the cognitive component of "happiness" ⁹⁴ . The SWLS has demonstrated good convergent validity, correlating strongly with other measures of life satisfaction and wellbeing, has good construct validity, with the expected single-factor analysis and has shown good known-groups validity ⁹⁵ . The SWLS has demonstrated good test-retest reliability, with stable scores
	My social relationships are supportive and rewarding.			
	I am engaged and interested in my daily activities.			
	I actively contribute to the happiness and wellbeing of others.			
	I am competent and capable in the activities that are important to me.			
	I am a good person and live a good life.			

⁹² Li, F., Bai, X. & Wang, Y. F. (2013). The Scale of Positive and Negative Experience (SPANE): psychometric properties and normative data in a large Chinese sample. *PLoS one*, 8(4)

⁹³ Li, F., Bai, X. & Wang, Y. F. (2013). The Scale of Positive and Negative Experience (SPANE): psychometric properties and normative data in a large Chinese sample. *PLoS one*, 8(4)

⁹⁴ Townshead, K. (2023). Satisfaction with Life Scale (SWLS). *Handbook of Assessment in Mindfulness Research*, 1-19.

⁹⁵ Pavot, W. G., Diener, E., Colvin, C. R., & Sandvik, E. (1991). Further validation of the Satisfaction with Life Scale: Evidence for the cross-method convergence of wellbeing measures. *Journal of Personality Assessment*, 57, 149-161.

	I am optimistic about my future.			over time and validated in various populations including Greek and Mexican samples ^{96, 97} .
	People respect me.			

⁹⁶ Lakioti. A. & Karakasidou. E., Pezirkianidis. C. & Stalikas. A. (2017). Reliability and validity of the Satisfaction with Life Scale (SWLS) in a Greek sample. *The International Journal of Humanities & Social Studies*. ISSN: 2321-9203.

⁹⁷ Lopez-Ortega. M., Torres-Castro. S. & Rosas-Carrasco. O. (2016). *Health and Quality of Life Outcomes*, 14(170). Doi: 10.1186/s12955-016-0573.

Reports Overview

Report 1: Educator Wellbeing Survey Results [Tables 1.1 - 13.1]

Report 2: LSE Wellbeing Survey Results [Tables 2.2 - 13.2]

Report 3: KGE Wellbeing Survey Results [Table 2.3 - 13.3]

Report 4: Teacher Wellbeing Survey Results [Table 2.4 - 13.4]

Report 5: Assistant Head of School Wellbeing Survey Results [Table 2.5 - 13.5]

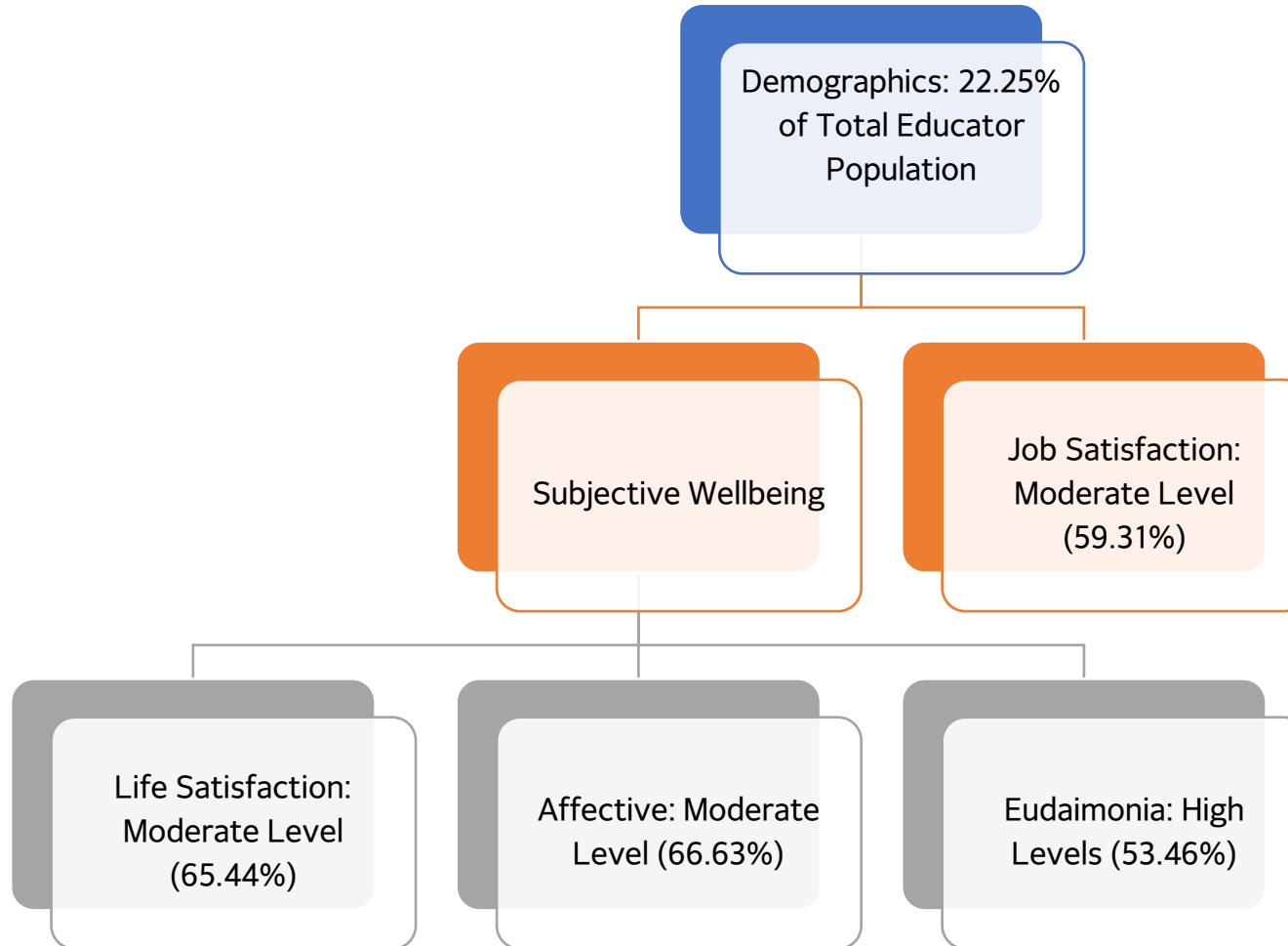
Report 6: Head of Department Wellbeing Survey Results [Table 2.6 - 13.6]

Report 7: Head of School Wellbeing Survey Results [Tables 2.7 - 13.7]

Report 8: Education Officer Wellbeing Survey Results [Tables 2.8 - 13.8]

Report 1: General Educator Population Wellbeing Report

Salient Results Total Educator Population



Key Findings Total Educator Population

Demographics

A total of 1678 educators participated in the survey, with the teacher role attaching the largest number of responses (n=723, 43.09%). Data revealed a gender imbalance in the distribution of total educator respondents with 81.59% women, 17.46% men and 0.24% non-binary individuals. Most educators who responded to the survey were aged between 35-44 years (31.88%) and have been working in the education sector for 0-10 years (31.59%). More than half of the educators (54.29%) who participated in the survey work in a primary school.

Subjective Wellbeing

Life Satisfaction through SWEMWBS: Almost two-thirds of participants (65.44%) noted that the experience moderate life satisfaction with 39.86% sometimes feeling optimistic about their future, 38.96% often feeling useful, 39.99% rarely feeling relaxed, 43.68% sometimes dealing with problems well, 46.54% often thinking clearly, 43.74% often feeling close to people and 48.63% often making up their own mind about things.

The Affective State through SPANE: Almost two thirds noted of educators (66.63%) that they experience moderate affective states with 43.50% feeling positive often, 53.69% feeling negative sometimes, 48.15% feeling good often, 52.50% feeling bad sometimes, 43.56% feeling pleasant often, 48.87% feeling unpleasant sometimes, 46.42% feeling happy often, 53.16% feeling sad sometimes, 35.58% feeling afraid sometimes, 39.99% feeling joyful sometimes, 48.39% feeling angry sometimes and 43.92% feeling contented sometimes.

Eudaimonia through SWLS: Over a half of educators reported high levels (53.46%) of sense of wellbeing and purpose with 48.15% often feel that they lead a purposeful and meaningful life, 48.81% often feel that their social relationships are supportive and rewarding, 49.58% often feel that they are engaged and interested in their daily activities, 53.46% often feel that they contribute actively to the happiness and wellbeing of others, 53.22% often feel that they are competent and capable in the activities that are important to them, 51.61% often feel that they are good persons and live good lives, 39.69% often feel optimistic about their future and 56.97% often feel that they are respected by other people.

Job Satisfaction

More than half of educators (59.31%) feel a moderate level of job satisfaction with 50.56% feeling that a good quality of relations with co-workers, 48.76% feeling good co-workers encouragement and support, 52.79% feel that they have a good overall satisfaction with their co-workers, 30.89% feel that the extent to which students act in a self-disciplined manner is poor, 33.00% feel a good sense of satisfaction with the behaviour or students at their school, 34.49% feel a good overall level of satisfaction with student discipline at their school, 34.31% feel that there is a neutral degree of interest shown by parents, 36.48% feel that there is a neutral degree of support by parents and 37.47% feel a good level of satisfaction with parents.

Results and Analysis

Section 1: Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 1678 educator respondents in Malta. There was a participation rate of 22.25% of 7540 educators working within the state sector for the scholastic year 2023-2024 (+/-2.11% margin of error, 95% confidence level and 50% distribution rate). The roles of the respondents presented in Table 1 demonstrate the different education grades. Out of the total respondents, 493 (29.38%) were LSEs, 114 (6.79%) were KGEs, 723 (43.09%) were teachers, 137 (8.16%) were assistant heads of school, 83 (4.95%) were heads of department, 62 (3.93%) were heads of schools and 66 (3.69%) were education officers.

	<i>Count</i>	<i>Percentage</i>
Learning Support Educator	493	29.38%
Kindergarten Educator	114	6.79%
Teacher	723	43.09%
Assistant Head of School	137	8.16%
Head of Department	83	4.95%
Head of School	62	3.93%
Education Officer	66	3.69%
	Total=1678	100%

The gender demographics (Table 2.1) of the respondents reveal significant gender imbalances: a substantial majority of educators, 1369 (81.59%) were women. In contrast, men accounted for 293 (17.46%) respondents. Additionally, 4 (0.24%) respondents identified as non-binary, and 12 (0.72%) preferred not to disclose their gender. These figures highlight a pronounced gender imbalance within the respondent group, with women overwhelmingly representing the education sector.

	<i>Count</i>	<i>Percentage</i>
Woman	1369	81.59%
Man	293	17.46%
Non-Binary	4	0.24%
Prefer not to say	12	0.72%
	Total = 1678	100%

The breakdown of the age demographics of the respondent educators is presented in Table 3.1 and is varied, spanning from early adulthood to senior years: 29 (1.73%) educators were aged between 18-24; 333 (19.85%) educators were aged between 25-35; 535 (31.88%) were aged between 35-44; 548 (32.66%) educators were aged between 45-54; 224 (13.35%) educators were aged between 55-64; and 9 (0.54%) educators were aged over 65. The most popular age group among the respondents is the 45-54 category. This indicates that the largest proportion of the educator workforce is in the mid to late states of their careers.

	<i>Count</i>	<i>Percentage</i>
18-24	29	1.73%
25-34	333	19.85%
35-44	535	31.88%
45-54	548	32.66%
55-64	224	13.35%
Over 65	9	0.54%
	Total=1678	100%

The years of working experience of the respondents in the education sector show a broad range of work spans (Table 4.1). The distribution is as follows: 530 (31.59%) educators have been working in the education sector for 0-10 years; 498 (29.68%) educators have been working for 11-20 years; 474 (28.25%) educators have been working for 21-30 years; 156 (9.30%) educators have been working for 31-40 years; and 20 (1.19%) educators have been working for over 40 years. This data shows that a significant portion of the educators are relatively new to the profession, with nearly a third (31.59%) having 0-10 years of experience, thus, suggesting the need for mentoring, training and support for educator self-care and wellbeing.

	<i>Count</i>	<i>Percentage</i>
0-10 years	530	31.59%
11-20 years	498	29.68%
21-30 years	474	28.25%
31-40 years	156	9.30%
Over 40 years	20	1.19%
	Total= 1678	100%

The work context of the educator respondents is diverse, reflecting a range of educational environments (Table 5.1). Out of the total respondents, 911 (54.29%) work in Primary Schools, making this the most common work setting. Middle Schools employ 195 (11.62%) respondents, while Secondary Schools account for 417 (24.85%) respondents. Higher Secondary Education sees 53 (3.16%) respondents, and the Offices of the Head of College Network are work setting for 20 (1.19%) respondents. Additionally, 82 (4.89%) respondents work at the Education Department. From this data, several trends and patterns emerge. The predominant number of educators working in primary schools (over half of the respondents) suggests a strong focus on wellbeing initiatives that focus on early childhood and foundational education within the sector. This significant number of respondents from secondary schools, middle schools, and higher secondary schools (over a third of respondents) suggests the need for training for educators on wellbeing in adolescence.

	<i>Count</i>	<i>Percentage</i>
Primary School	911	54.29%
Middle School	195	11.62%
Secondary School	417	24.85%
Higher Secondary Education	53	3.16%
Office of the Head of College Network	20	1.19%
Education Department	82	4.89%
	Total =1678	100%

Section 2: Educator Subjective Wellbeing

Educator Subjective Wellbeing [Life Satisfaction]

The evaluation of life satisfaction among educator respondents using the SWEMWBS indicates a predominantly moderate level of wellbeing (Table 6.1). Out of the respondents, 16.98% fell into the top category, indicating high life satisfaction. A majority, 65.44%, were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 17.58% were in the bottom category, signifying lower levels of life satisfaction. These results suggest that most educators experience moderate wellbeing, with a considerable portion feeling neither highly satisfied nor dissatisfied. The smaller percentage in the top category highlights that fewer educators report very high levels of life satisfaction, while the similar proportion in the bottom category indicates that a notable minority face challenges with their wellbeing. This pattern underscores the importance of addressing the factors that contribute to both moderate and low levels of life satisfaction to enhance overall wellbeing among educators.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	285	16.98%
Middle Category (19.5-27.0)	1098	65.44%
Bottom Category (7.0-19.0)	295	17.58%
	Total= 1678	100%

In analysing the life satisfaction variables within the SWEMBWS for all educator respondents (Table 7.1), the data reveals a diverse range of experiences regarding wellbeing and mental health. A significant portion of educators, 39.86% sometimes **feel optimistic about the future**, while 26.49% often feel this way, indicating a moderate level of hopefulness. However, a notable 22.61% rarely feel optimistic, and 3.58% never feel this way. **Feelings of usefulness** are relatively higher, with 38.96% often feeling useful and 16.11% always feeling this way, though 34.31% sometimes feel useful, indicating that while many educators feel valued, there is still a substantial group needing more support. **Relaxation** appears to be a significant challenge, with 39.99% rarely and 17.58% never feeling relaxed, highlighting a critical area for stress management interventions. When considering **problem-solving capabilities**, 41.89% often feel they deal with problems well, and 6.15% always feel this way, though 43.68% only sometimes manage well, indicating that while many educators feel competence, a substantial portion experiences

uncertainty. **Clarity of thought** is relatively positive, with 46.54% often thinking clearly and 10.38% always doing so, though 34.79% sometimes experience clarity, suggesting some room for support. **Social connectedness** is strong, with 43.74% often feeling close to others and 10.38% always feeling this way, yet 35.08% sometimes feel this connection, indicating potential areas for enhancing social bonds. **Decision making** shows a high level of confidence, with 48.63% often able to make up their own minds and 20.53% always able to do so, though 25.12% sometimes struggle, reflecting overall strong autonomy but with some needing further empowerment. Educators generally show strong feelings of usefulness, clarity of thought, social connectedness, and decision-making autonomy. However, feelings of relaxation and optimism about the future are notably compromised and warrant focused attention to enhance and support overall wellbeing.

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	3.58%	22.61%	39.86%	26.49%	7.46%
I've been feeling useful.	1.55%	9.07%	34.31%	38.96%	16.11%
I've been feeling relaxed.	17.58%	39.99%	30.21%	10.31%	1.91%
I've been dealing with problems well.	1.49%	6.80%	43.68%	41.89%	6.15%
I've been thinking clearly.	1.61%	6.68%	34.79%	46.54%	10.38%
I've been feeling close to other people.	1.97%	8.83%	35.08%	43.74%	10.38%
I've been able to make up my own mind about things.	1.19%	4.53%	25.12%	48.63%	20.53%

Educator Subjective Wellbeing [Affective]

The assessment of affective states among educator respondents using SPANE (Table 8.1) reveals a generally positive emotional outlook. Out of the respondents, 29.08% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. Almost two thirds (66.63%) were in the middle category, reflecting moderate levels of positive and negative affective states. Only 4.29% were in the bottom category, signifying lower levels of positive experiences and higher negative affective states. These results suggest a prevalent trend towards moderate affective states among educators, with a significant portion experiencing a balanced mix of emotions. The sizeable percentage in the top category highlights that nearly a third of educators enjoy high emotional wellbeing. Conversely, the small percentage in the bottom category indicates that a

minority struggle with their affective states. Overall, these patterns reflect a workforce with generally positive or moderate emotional experiences, with few facing significant negative affect.

Table 8.1: Categories of Educator Population Score for Subjective Wellbeing [Affective] through SPANE		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	488	29.08%
Middle Category (7 - -8)	1118	66.63%
Bottom Category (-9 - -24)	72	4.29%
	Total= 1678	100%

The individual variables of SPANE presented in Table 9.1 reveal a range of affective states, providing insight into the emotional wellbeing of educators. In terms of **positive** experiences, 1.55% of educators reported never feeling positive, 9.65% rarely, 37.66% sometimes, 43.50% often and 7.63% always. Similarly, feelings of being **good** were reported as 1.19% never, 5.24% rarely, 40.05% sometimes, 48.15% often, and 5.36% always. Feeling **pleasant** was noted with 1.31% never, 7.93% rarely, 41.90% sometimes, 43.56% often and 5.30% always, and feeling **happy** with 1.85% never, 7.69% rarely, 38.74% sometimes, 46.42% often, and 5.30% always. Additionally, feeling **joyful** showed 2.74% never, 12.28% rarely, 39.99% sometimes, 38.56% often, and 6.44% always, and feeling **contented** with 2.26% never, 10.61% rarely, 43.92% sometimes, 36.59% often, and 6.62% always. In contrast, negative affective states such as feeling **negative** were reported as 4.41% never, 20.50% rarely, 53.69% sometimes, 20.32% often, and 1.07% always, indicating a significant number of educators occasionally experience negative emotions. Feeling **bad** was noted by 5.84% never, 25.86% rarely, 52.50% sometimes, 14.84% often, and 0.95% always. Moreover, feelings of **unpleasantness** and **sadness** were reported at higher frequencies, with 9.12% never, 28.31% rarely, 48.87% sometimes, 12.69% often, and 1.01% always for unpleasantness, and 4.23% never, 24.91% rarely, 53.16% sometimes, 16.15% often, and 1.55% always for sadness. **Fear** was notably higher, with 17.94% never, 31.47% rarely, 35.58% sometimes, 12.57% often, and 2.44% always. **Anger** was also reported frequently, with 5.60% never, 22.88% rarely, 48.39% sometimes, 21.22% often, and 1.91% always. These figures suggest that areas where educators exhibit strong positive affective states include feeling good, happy, pleasant, joyful, and contented, as these states are reported often or always by a significant portion of respondents. However, areas of concern include feeling of fear, anger, unpleasantness, and

sadness, which were reported frequently, indicating these negative emotions are prevalent and warrant attention to enhance overall emotional wellbeing among educators.

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	1.55%	9.65%	37.66%	43.50%	7.63%
Negative	4.41%	20.50%	53.69%	20.32%	1.07%
Good	1.19%	5.24%	40.05%	48.15%	5.36%
Bad	5.84%	25.86%	52.50%	14.84%	0.95%
Pleasant	1.31%	7.93%	41.90%	43.56%	5.30%
Unpleasant	9.12%	28.31%	48.87%	12.69%	1.01%
Happy	1.85%	7.69%	38.74%	46.42%	5.30%
Sad	4.23%	24.91%	53.16%	16.15%	1.55%
Afraid	17.94%	31.47%	35.58%	12.57%	2.44%
Joyful	2.74%	12.28%	39.99%	38.56%	6.44%
Angry	5.60%	22.88%	48.39%	21.22%	1.91%
Contented	2.26%	10.61%	43.92%	36.59%	6.62%

Educator Subjective Wellbeing [Eudaimonia]

The evaluation of eudaimonia among educator respondents using the SWLS indicates a predominantly positive sense of wellbeing and purpose (Table 10.1). Out of the respondents, 32.54% reported a very high level of life satisfaction, and 53.46% indicated a high level, collectively comprising a substantial majority of over 85%. Additionally, 13.05% fell into the average category, reflecting moderate satisfaction. Only 0.77% reported a low level, and a mere 0.18% were in the very low-level category. These results suggest a strong trend towards high and very high levels of eudaimonia among educators, indicating that most respondents feel a significant sense of purpose and wellbeing in their lives.

Table 10.1: Categories of Total Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	546	32.54%
High Level (27-33)	897	53.46%
Average (20-26)	219	13.05%
Low Level (15-19)	13	0.77%
Very Low Level (8-14)	3	0.18%
	Total = 1687	100%

The variables within the SWLS on eudaimonia for respondents show a generally positive outlook on a sense of wellbeing and fulfillment (Table 11.1). **Leading a purposeful and meaningful life** was reported with 0.54% never, 4.65% rarely, 24.55% sometimes, 48.15% often, and 22.11% always, indicating that a significant portion of educators frequently find purpose and meaning in their lives. **Social relationships** were also positive, with 0.77% never, 6.38% rarely, 25.63% sometimes, 48.81% often, and 18.41% always finding them supportive and rewarding. **Engagement in daily activities** was high, with 0.60% never, 5.72% rarely, 22.17% sometimes, 49.58% often, and 21.93% always. **Contributions to others' happiness and wellbeing** was notably strong, with only 0.36% never and 1.97% rarely, while 15.20% sometimes, 53.46% often, and 29.02% always felt they actively contributed. **Competence and capability** in important activities were also highly rated, with 0.18% never, 1.73% rarely, 12.28% sometimes, 53.22% often, and 32.60% always. The sense of being a **good person and living a good life** showed 0.18% never, 0.83% rarely, 10.01% sometimes, 51.61% often, and 37.37% always. **Optimism about the future**, while slightly lower, still indicated positive sentiment with 1.85% never, 10.07% rarely, 31.35% sometimes, 39.69% often, and 17.04% always. **Respect from others** was perceived positively, with 0.72% never, 2.68% rarely, 17.70% sometimes, 56.97% often and 21.93% always. Overall, educators exhibit strong feelings of competence, positive contribution, and good moral standing, with significant proportions feeling engaged and respected. However, areas warranting attention include social relationships and future optimism, as these variables show a higher percentage of respondents indicating only occasional positive experiences, which might benefit from targeted approaches to enhance support and forward-looking positivity.

Table 11.1: Subjective Wellbeing Educator Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.54%	4.65%	24.55%	48.15%	22.11%
My social relationships are supportive and rewarding.	0.77%	6.38%	25.63%	48.81%	18.41%
I am engaged and interested in my daily activities.	0.60%	5.72%	22.17%	49.58%	21.93%
I actively contribute to the happiness and wellbeing of others.	0.36%	1.97%	15.20%	53.46%	29.02%
I am competent and capable in the activities that are important to me.	0.18%	1.73%	12.28%	53.22%	32.60%
I am a good person and live a good life.	0.18%	0.83%	10.01%	51.61%	37.37%
I am optimistic about my future.	1.85%	10.07%	31.35%	39.69%	17.04%
People respect me.	0.72%	2.68%	17.70%	56.97%	21.93%

Section 3: Educator Job Satisfaction

The assessment of job satisfaction among educator respondents using the TJSS-9 reveals a predominantly moderate to high level of satisfaction (Table 12.1). Out of the respondents, 36.60% fell into the top category, indicating high job satisfaction, A significant majority, 59.31% were in the middle category, reflecting moderate satisfaction, while only 4.09% were in the bottom category, signifying lower job satisfaction. These results suggest that most educators experience moderate to high job satisfaction, with a substantial portion reporting high levels. The minimal percentage in the bottom category indicates that a small minority of educators are less satisfied with their jobs.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	590	36.60%
Middle Category (20-32)	956	59.31%
Bottom Category (9-19)	66	4.09%
	Total= 1612 ⁹⁸	100%

The TJSS-9 provided valuable insights into various facets of job satisfaction among six roles of educators (LSEs, KGEs, teachers, assistant heads of schools, heads of departments and heads of schools) (Table 13.1). Examining the **quality of relations with co-workers**, a vast majority of respondents, 50.56%, rated it as good and 34.49% as excellent, indicating strong positive relationships in the workplace. Only 0.93% rated this aspect as very poor and 3.35% as poor, suggesting minimal dissatisfaction. Similarly, the extent to which **co-workers encourage and support each other** showed positive results, with 48.76% rating it good and 24.13% excellent, though 1.74% noted it as very poor and 7.01% as poor. **Overall satisfaction with co-workers** followed a similar trend, with 52.79% rating it good and 24.07% excellent, while 1.36% rate it very poor and 6.27% poor. In contrast, perceptions regarding students' behaviour and discipline are more mixed. The **extent to which students act in a self-disciplined manner** was rated very poor by 10.24% and poor by 30.89%, with only 2.48% rating it as excellent and 26.74% as good. Similarly, **satisfaction with student behaviours** was rated very poor by 8.75% and poor by 25.81%, while 3.72% rated it excellent and 33% good. **Overall satisfaction with student discipline** mirrored these sentiments, with 9.99% very poor, 23.20% poor, and only 2.85% excellent and 33.19% good. These figures highlight significant challenges in student behaviour and discipline. Regarding parental involvement and support, the **degree of interest shown by parents in their children's education** was rated very poor by 6.45% and poor by 23.20%, with only 2.85% rating it excellent and 33.19% good. Similarly, **parental support for the school and its programmes** was rated very poor by 5.27% and poor by 20.60%, while 3.47% rated it excellent and 34.18% good. **Overall satisfaction with parents** showed slightly better results, with 4.47% very poor, 16.94% poor, 35.86% neutral, 37.47% good and 5.27% excellent. Trends reveal that relationships with co-workers are generally positive, with high levels of encouragement and satisfaction. However, student behaviour and discipline are significant concerns, with many educators rating these areas poorly. Parental involvement and support shows mixed results, suggesting a need for strategies to engage parents more effectively and enhance their contribution to the educational environment.

⁹⁸ This score is without Education Officer Population. For Education Officer Job Satisfaction see [Table 13.8](#)

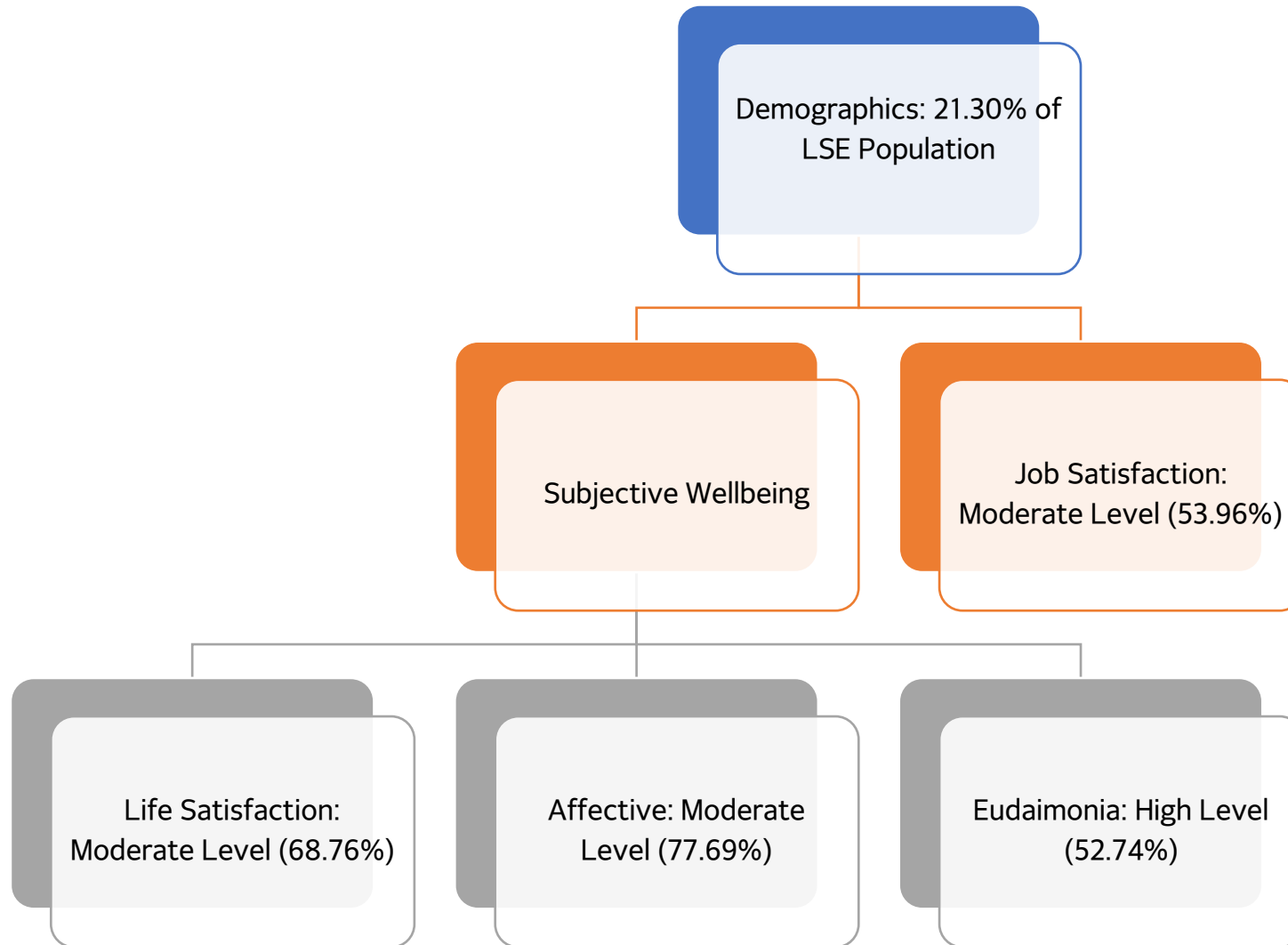
Table 13.1: Educator Job Satisfaction Variables through TJSS-9⁹⁹

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0.93%	3.35%	10.67%	50.56%	34.49%
The extent to which your co-workers encourage you and support you in your work.	1.74%	7.01%	18.36%	48.76%	24.13%
Your overall satisfaction with your co-workers.	1.36%	6.27%	15.51%	52.79%	24.07%
The extent to which students act in a self-disciplined manner.	10.24%	30.89%	29.65%	26.74%	2.48%
Your satisfaction with the behaviour of students in your school.	8.75%	25.81%	28.72%	33.00%	3.72%
Your overall level of satisfaction with student discipline in your school.	9.99%	22.83%	28.41%	34.49%	4.28%
The degree of interest shown by parents in education of their children.	6.45%	23.20%	34.31%	33.19%	2.85%
The extent to which parents are supportive of the school and its programmes.	5.27%	20.60%	36.48%	34.18%	3.47%
Your overall level of satisfaction with parents where you work.	4.47%	16.94%	35.86%	37.47%	5.27%

⁹⁹ Percentages in this tables are not representative of the Education Officer Job

Report 2: Learning Support Educator (LSE) Wellbeing Report

Salient Results LSEs



Key Findings LSE Population

Demographics

Data revealed a gender imbalance distribution of LSEs respondents with 95.33% of identifying themselves as women and 4.26% as men. The majority of LSEs who responded to the survey were aged between 35-44years (39.15%) and have been working in the field of education between 0-10 years (54.16%). Many LSEs who participated in the survey (65.72%) work at a primary school.

Subjective Wellbeing

Life Satisfaction through SWEMWBS: More than two-thirds of participants (68.76%) noted that the experience moderate life satisfaction with 43.61% sometimes feeling optimistic about their future, 38.34% often feeling useful, 39.55% rarely feeling relaxed, 46.25% sometimes dealing with problems well, 46.45% often thinking clearly, 44.62% often feeling close to people and 47.67% often making up their own mind about things.

The Affective State through SPANE: More than three-quarters (77.69%) of LSEs noted that they experience moderate affective states with 44.22% feeling positive often, 51.93% feeling negative sometimes, 49.29% feeling good often, 51.12% feeling bad sometimes, 43.00% feeling pleasant often, 48.48% feeling unpleasant sometimes, 47.46% feeling happy often, 51.72% feeling sad sometimes, 38.74% feeling afraid sometimes, 39.96% feeling joyful often, 50.30% feeling angry sometimes and 42.60% feeling contented sometimes.

Eudaimonia through SWLS: Over a half of LSEs reported high levels (52.74%) of sense of wellbeing and purpose with 48.28% often feel that they lead a purposeful and meaningful life, 48.88% often feel that their social relationships are supportive and rewarding, 50.51% often feel that they are engaged and interested in their daily activities, 53.75% often feel that they contribute actively to the happiness and wellbeing of others, 52.54% often feel that they are competent and capable in the activities that are important to them, 49.09% often feel that they are good persons and live good lives, 39.76% often feel optimistic about their future and 57.61% often feel that they are respected by other people.

The results of subjective wellbeing for LSE cohort are at par to the total educator population.

Job Satisfaction

More than half of LSEs (53.96%) feel a moderate level of job satisfaction with 53.96% feeling that a good quality of relations with co-workers, 48.48% feeling good co-workers encouragement and support, 52.74% feel that they have a good overall satisfaction with their co-workers, 36.11% feel that the extent to which students act in a self-disciplined manner is neutral, 35.50% feel a neutral sense of satisfaction with the behaviour or students at their school, 34.08% feel neutral about the overall level of satisfaction with student discipline at their school, 38.54% feel that there is a neutral degree of interest shown by parents, 37.32% feel that there is a neutral degree of support by parents and 37.53% feel a good level of satisfaction with parents. There is a +5.95% point decrease in job satisfaction of LSEs when compared to the total educator population.

Results and Analysis

Section 1: LSE Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 493 LSE respondents in Malta. There was a participation rate of 21.30% out of 2315 active LSEs with MEYR in scholastic year 2023-2024 participated in the survey (+/-3.92% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The demographic analysis of LSEs based on gender reveals a significant majority of women within the respondent cohort (Table 2.2). Out of 493 respondents, 470 (95.33%) were women, 21 (4.26%) were men, and 2 (0.41%) preferred not to disclose their gender, while no respondents identified as non-binary. This distribution indicates a pronounced gender disparity, with women overwhelmingly representing the LSE workforce. The minimal percentage of men and the absence of non-binary individuals highlight the gender imbalance in this sector.

	<i>Count</i>	<i>Percentage</i>
Woman	470	95.33%
Man	21	4.26%
Gender X	0	0%
Prefer not to say	2	0.41%
	Total =493	100%

The demographic analysis of LSEs based on age shows a diverse age distribution with a concentration in mid-career stages (Table 3.2). Out of 493 respondents, 9 (1.83%) were aged between 18-24, 110 (22.31%) were aged between 25-34, 193 (39.15%) were aged between 35-44, 123 (24.95%) were between the ages of 45-54, 57 (11.56%) were aged between 55-64 and 1 (0.20%) was over 64. The data reveals a prominent pattern where the largest groups of LSEs, 39.15% falls within the 35-44 aged ranging, indicating a substantial number of LSEs in their mid-career. Additionally, the 25-34 and 45-54 age ranges also have significant representation, making up 22.31% and 24.95% of the respondents, respectively. This suggests that the LSE workforce is primarily composed of individuals in their early to mid-career stages. The smaller percentages of those aged 18-24 and over 64 highlight a limited presence of very young or older individuals in this role. Overall, these patterns indicate that the LSE workforce is predominantly experienced.

	<i>Count</i>	<i>Percentage</i>
18-24	9	1.83%
25-34	110	22.31%
35-44	193	39.15%
45-54	123	24.95%
55-64	57	11.56%
Over 65	1	0.20%
	Total=493	100%

The demographic analysis of LSEs based on their years of experience within the education sector reveals a workforce with a broad range of tenure (Table 4.2). Out of 493 respondents, 267 (54.16%) have been working in the education sector for 0 to 10 years, 159 (32.25%) for 11-20 years, 58 (11.76%) for 21-30 years, 7 (1.42%) for 31-40 years, and 2 (0.41%) for over 40 years. The data indicates a significant trend where more than half of the LSEs have relatively recent experience, with 0 to 10 years in the sector. This suggests a trend of newer entrants into the field, possibly reflecting recent increased demand for the role of LSEs. Additionally, a substantial portion of the workforce has 11-20 years of experience, indicating a strong presence of mid-career professionals. The smaller percentages of those with 21-30 years and over 30 years of experience highlight the decreasing presentation of long-tenured LSEs. Overall, these patterns suggest a dynamic workforce with a significant influx of new professionals, balanced by a core of experienced educators.

	<i>Count</i>	<i>Percentage</i>
0-10 years	267	54.16%
11-20 years	159	32.25%
21-30 years	58	11.76%
31-40 years	7	1.42%
Over 40 years	2	0.41%
	Total=493	100%

The demographic analysis of LSEs based on their work contexts (Table 5.2) reveals a predominant focus on primary education. Out of 493 respondents, 324 (65.72%) work in primary schools, indicating that most LSEs are engaged in early childhood and elementary education. Additionally, 67 (13.59%) work in middle schools, and 94 (19.07%) are involved in secondary education, showing moderate representation in these contexts. Only 6

(1.22%) work in higher secondary education. Also, 1 (0.20%) LSEs works at the office of the head of college network and 1 (0.20%) is based at the education department. Patterns suggest that the LSE workforce is heavily concentrated in primary schools, with decreasing representation in middle, secondary, and higher secondary educational contexts.

	<i>Count</i>	<i>Percentage</i>
Primary School	324	65.72%
Middle School	67	13.59%
Secondary School	94	19.07%
Higher Secondary Education	6	1.22%
Office of the Head of College Network	1	0.20%
Education Department	1	0.20%
	Total = 493	100%

Section 2: LSE Subjective Wellbeing

LSE Subjective Wellbeing [Life Satisfaction]

The assessment of life satisfaction among LSEs using the SWEMWBS show a predominantly moderate level of wellbeing (Table 6.2). Out of the respondents, 15.82% fell into the top category, indicating high life satisfaction. A significant majority, 68.76% were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 15.42% were in the bottom category, signifying lower levels of life satisfaction. These results suggest that while a small portion of LSEs experience high wellbeing, the majority are moderately satisfied. The similar percentages in the top and bottom categories indicate that there is a notable minority of LSEs who either enjoy high life satisfaction or face challenges with their wellbeing. Overall, the trends reflect a workforce where most educators experience moderate life satisfaction, with smaller groups at both ends of the satisfaction spectrum.

Table 6.2: Categories of LSE Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	78	15.82%
Middle Category (19.5-27.0)	339	68.76%
Bottom Category (7.0-19.0)	76	15.42%
	Total=493	100%

The SWEMWBS individual variables on life satisfaction among LSE respondents reveal a diverse range of experiences in various aspects of their wellbeing (Table 7.2). Regarding **optimism about the future**, 27.79% of respondents reported feeling this way often, and 8.11% always, although a significant 17.85% rarely and 2.64% never felt optimistic indicating a mixed outlook on the future. **Feeling useful** shows a more positive trend, with 38.34% often and 15.82% always feeling useful, while 35.90% sometimes and smaller percentages rarely or never feeling this way. **Relaxation** appears to be a challenge, as 14.40% never and 39.55% rarely felt relaxed, and only 11.76% often and 2.64% always felt relaxed, pointing to high levels of stress. When it comes to **dealing with problems**, 40.97% often and 5.88% always felt they handled problems well, but 46.25% sometimes and smaller percentages rarely or never felt competent in problem-solving. **Thinking clearly** was generally positive, with 46.45% often and 9.74% always feeling clear-headed, although 36.31% sometimes and smaller percentages rarely or never experienced clear thinking. **Feeling close to others** was often reported by 44.62% and always by 12.37% indicating strong social connections for many, but 8.72% rarely and 1.01% never felt close to others. **Decisiveness** was another strong point, with 47.67% often and 20.69% always able to make up their minds, while 25.35% sometimes and smaller percentages rarely or never felt decisive. Overall, the survey indicates areas of strength in feeling useful, clear-headed, and decisive, with many respondents often or always experiencing these positive states. However, areas warranting attention include relaxation and optimism about the future, as significant portions of respondents rarely or never feel relaxed or optimistic, highlighting potential areas for targeted support and approaches to enhance overall wellbeing.

Table 7.2: Subjective Wellbeing [Life Satisfaction] for LSE Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	2.64%	17.85%	43.61%	27.79%	8.11%
I've been feeling useful.	1.83%	8.11%	35.90%	38.34%	15.82%
I've been feeling relaxed.	14.40%	39.55%	31.64%	11.76%	2.64%
I've been dealing with problems well.	1.62%	5.27%	46.25%	40.97%	5.88%
I've been thinking clearly.	1.22%	6.29%	36.31%	46.45%	9.74%
I've been feeling close to other people.	1.01%	8.72%	33.27%	44.62%	12.37%
I've been able to make up my own mind about things.	0.81%	5.48%	25.35%	47.67%	20.69%

LSE Subjective Wellbeing [Affective]

The evaluation of affective states among LSEs using SPANE indicates a generally moderate emotional outlook (Table 8.2). Out of the respondents, 14.40% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. A substantial majority, 77.69% were in the middle category, reflecting moderate levels of both positive and negative experiences. Only, 7.91% were in the bottom category, signifying lower levels of positive experiences and high negative affect. These results suggest that while a small portion of LSEs experience high emotional wellbeing, the vast majority have a balanced mix of positive and negative experiences, indicating moderate emotional states. The relatively small percentage in the bottom category highlights that a minority of LSEs face significant emotional challenges. Overall, the trends reflect an LSE workforce where most educators experience moderate emotional wellbeing, with smaller groups at the extremes of the affective spectrum.

Table 8.2: Categories of LSE Population Score for Subjective Wellbeing [Affective] through SPANE

Category	Count	Percentage
Top Category (24 - 8)	71	14.40%
Middle Category (7 - -8)	383	77.69%
Bottom Category (-9 - -24)	39	7.91%
	Total=493	100%

The SPANE tool among LSE respondents offered a comprehensive view of their affective states (Table 9.2). **Feeling positive** is prevalent, with 44.22% of respondents often and

8.92% always feeling positive, although 2.03% never and 8.52% rarely experience positive emotions. Similarly, a significant number often **feel good** (49.29%) and **pleasant** (43.00%), with smaller percentages never or rarely feeling these states (1.62% and 7.91% respectively). **Happiness** is also widely felt, with 47.46% often and 6.90% always feeling happy, and only 1.83% never and 6.69% rarely experiencing happiness. **Joy** is another experienced emotion, with 39.96% often and 8.32% always feeling joyful. Conversely, negative emotions are also notable. **Feeling negative** is reported sometimes by 51.93% and often by 18.66% through 5.68% never and 23.12% rarely feel negative. **Feeling bad** is frequently experienced sometimes (51.12%) and often (13.39%), with only 8.52% never and 26.57% rarely feeling bad. **Feeling unpleasant** was reported sometimes by 48.48% and often by 11.16%, while 10.34% never and 29.01% rarely feel this way. **Sadness** is also common, with 51.72% sometimes and 15.21% often feeling sad, though 5.27% never and 26.57% rarely experience sadness. **Fear** is reported sometimes by 38.74% and often by 12.78%, while 15.82% never and 29.61% rarely feel afraid. **Anger** is felt sometimes by 50.30% and often by 16.23%, with only 7.71% never and 24.54% rarely feeling angry. The results reveal strong positive affective states among LSE respondents, particularly in feeling good, positive, pleasant, happy, and joyful, where the majority report frequent positive experiences. However, areas warranting attention include the notable occurrences of negative, bad, unpleasant, and sad emotions, as well as fear and anger, indicating potential areas approaches that enhance and support LSEs emotional wellbeing.

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	2.03%	8.52%	36.31%	44.22%	8.92%
Negative	5.68%	23.12%	51.93%	18.66%	0.61%
Good	1.62%	3.65%	38.54%	49.29%	6.90%
Bad	8.52%	26.57%	51.12%	13.39%	0.41%
Pleasant	1.83%	7.91%	41.38%	43.00%	5.88%
Unpleasant	10.34%	29.01%	48.48%	11.16%	1.01%
Happy	1.83%	6.69%	37.12%	47.46%	6.90%
Sad	5.27%	26.57%	51.72%	15.21%	1.22%
Afraid	15.82%	29.61%	38.74%	12.78%	3.04%
Joyful	1.83%	11.76%	38.13%	39.96%	8.32%
Angry	7.71%	24.54%	50.30%	16.23%	1.22%
Contented	2.23%	8.72%	42.60%	37.93%	8.52%

LSE Subjective Wellbeing [Eudaimonia]

The assessment of eudaimonia among LSE using the SWLS tool indicates a predominantly positive sense of wellbeing and purpose (Table 10.2). Out of the respondents, 34.48% reported a very high level of life satisfaction, and 52.94% indicated a high level, collectively comprising a significant majority of nearly 88%. An additional 11.97% fell into the average category, reflecting moderate satisfaction. Only 0.61% reported a low level, and a mere 0.20% were in the very low-level category. These results suggest a strong trend towards high and very high levels of eudaimonia among LSEs, indicating that most respondents feel a significant sense of purpose and wellbeing in their roles. The minimal percentage in the low and very low categories highlighted that very few LSEs experience dissatisfaction or a lack of purpose. These patterns reflect an LSE workforce that has a very good sense of life satisfaction and fulfillment, with only a small fraction experiencing moderate or lower levels of wellbeing.

Table 10.2: Categories of LSE Population Score for Subjective Wellbeing [Eudaimonia] through SWLS		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	170	34.48%
High Level (27-33)	260	52.74%
Average (20-26)	59	11.97%
Low Level (15-19)	3	0.61%
Very Low Level (8-14)	1	0.20%
	Total = 493	100%

The SWLS tool on eudaimonia among LSE respondents proved a detailed insight into various aspects of their wellbeing and life satisfaction (Table 11.2). The data indicates that **leading a purposeful and meaningful life** is a significant positive aspect, with 48.28% often and 21.70% always feeling this way, while only a small percentage (0.61%) never and 4.46% rarely experience this sense of purpose. **Social relationships** are generally supportive and rewarding for many, with 48.88% often and 19.27% always feeling supported, though 1.01% never and 5.48% rarely feel this support. **Engagement in daily activities** is also high, with 50.51% often and 20.89% always feeling engaged, although 5.07% rarely and 0.41% never feel engaged, indicating strong but not universal engagement. **Contributing to the happiness and wellbeing of others** is another positive area, with 53.75% often and 33.06% always feeling they contribute, and no respondents never feeling this way. **Competence and capability in important activities** are widely felt,

with 52.54% often and 30.83% always feeling competence, while only 1.62% rarely and no respondents never feel competent. **Living a good life** is affirmed by many, with 49.09% often and 39.35% always feeling they are good people living good lives, and very few feeling otherwise (1.22% rarely). **Optimism about the future** is more mixed, with 39.76% often and 21.30% always feeling optimistic, but 7.30% rarely and 1.42% never feeling this way, suggesting a need for improving future outlooks. **Respect from others** is predominantly high, with 57.61% often and 21.50% always feeling respected, though 3.45% rarely and 0.81% never feel respected. Areas of strength include leading a purposeful life, supportive social relationships, engagement in activities, contributing to others' wellbeing, competence, and a positive self-image. However, areas warranting attention include future optimism, and respect from others, where there are notable percentages of respondents who do not consistently experience these positive states, suggesting potential areas for targeted support to enhance overall wellbeing.

Table 11.2: Subjective Wellbeing [Eudaimonia] for LSE Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.61%	4.46%	24.95%	48.28%	21.70%
My social relationships are supportive and rewarding.	1.01%	5.48%	25.35%	48.88%	19.27%
I am engaged and interested in my daily activities.	0.41%	5.07%	23.12%	50.51%	20.89%
I actively contribute to the happiness and wellbeing of others.	0%	2.03%	11.16%	53.75%	33.06%
I am competent and capable in the activities that are important to me.	0%	1.62%	15.01%	52.54%	30.83%
I am a good person and live a good life.	0%	1.22%	10.34%	49.09%	39.35%
I am optimistic about my future.	1.42%	7.30%	30.22%	39.76%	21.30%
People respect me.	0.81%	3.45%	16.63%	57.61%	21.50%

Section 3: LSE Job Satisfaction

The evaluation of job satisfaction among LSEs using the TJSS-9 tool reveals a predominantly moderate to high level of contentment (Table 12.2). Out of the respondents, 42.39% feel into the top category, indicating high job satisfaction. A majority of 53.96% were in the middle category, reflecting moderate satisfaction, while only 3.65% were in the bottom category, signifying lower job satisfaction. These results suggest a strong trend towards moderate job satisfaction, with more than half of the respondents expressing a balanced sense of contentment in their roles. The relatively high percentage in the top category highlights a substantial portion of educators who are highly satisfied with their jobs, while the minimal percentage in the bottom category indicates that a small minority of educators are less satisfied. These patterns reflect a generally positive professional environment amongst LSEs.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (45-33)	209	42.39%
Middle Category (32-20)	266	53.96%
Bottom Category (19-9)	18	3.65%
	Total=493	100%

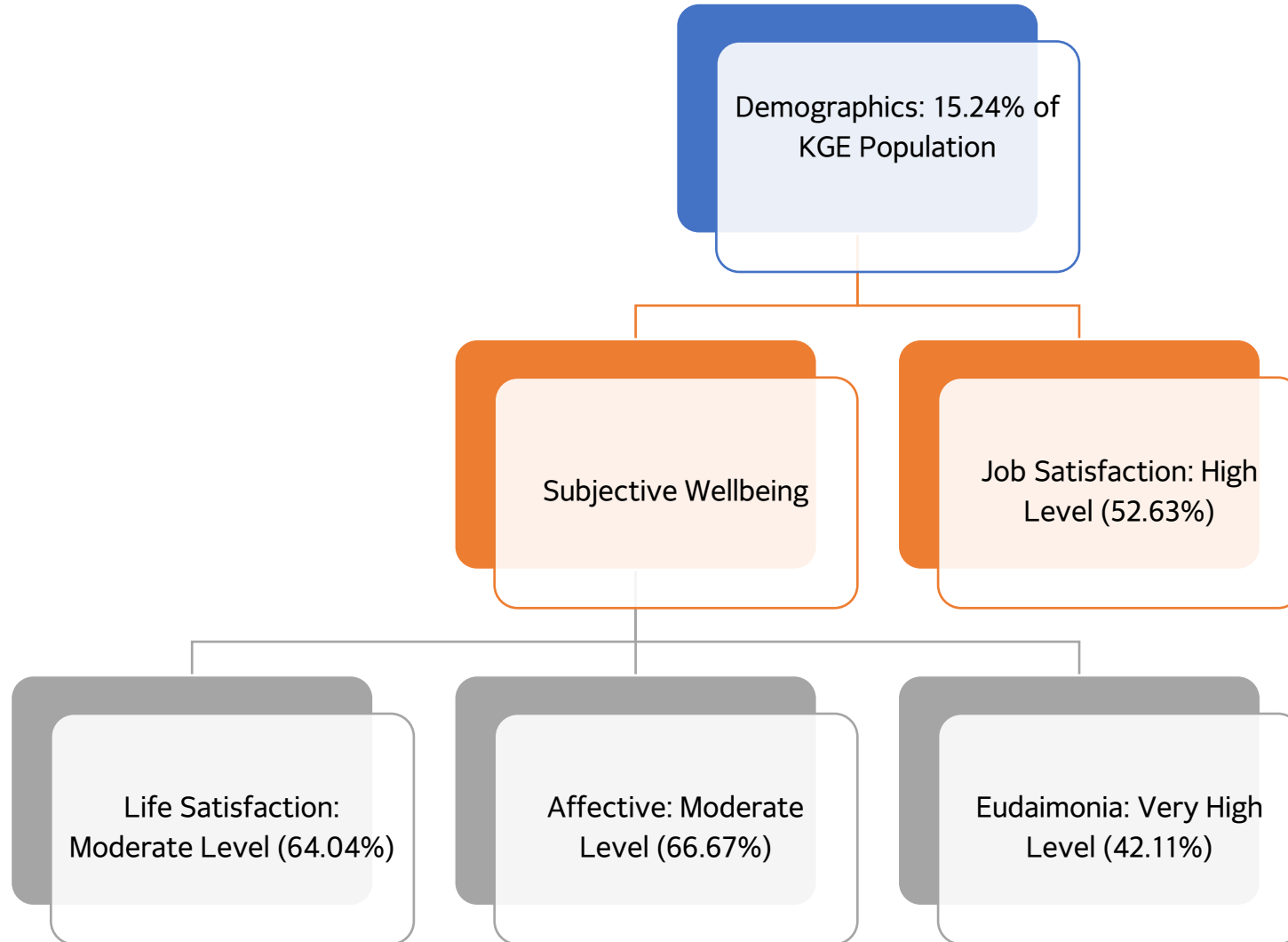
The TJSS-9 tool among LSE respondents provided insightful data on various aspects of job satisfaction (Table 13.2). When examining the **quality of relationships** with co-workers, many respondents rated these relations positively, with 53.96% noting them as good and 32.66% as excellent. Only a small percentage rated these relations as very poor (1.22%) or poor (1.83%). The **extent to which co-workers encourage and support each other** was also rated favourably, with 48.48% noting it as good and 26.37% as excellent, though a notable 18.66% felt neutral about the support they received. **Overall satisfaction with co-workers** followed a similar pattern, with 52.74% expressing good satisfaction and 24.95% excellent, while smaller percentages felt very poor (1.83%) or poor (4.26%) satisfaction. In terms of **student behaviour and discipline**, the responses indicate significant challenges. The extent to which **students act in a self-disciplined manner** was rated very poor by 8.11% and poor by 33.47%, with only 20.08% rating it as good and a mere 2.23% as excellent. **Satisfaction with student behaviour** showed similar trends, with 9.53% very poor and 28.40% poor, while 24.34% rated it good and 2.23% excellent. **Overall satisfaction with student discipline** was also mixed, with 9.74% very poor and 25.35% poor, and only 27.18% good and 3.65% excellent, indicating room for improvement in student behaviour and discipline. Regarding parental involvement, **the degree of interest shown by parents in their children’s education** was rated very poor by 5.88%

and poor by 22.31%, with 31.03% noting it as good and 2.23% as excellent. The **extent to which parents support the school and its programmes** was also rated variably, with 5.07% very poor and 20.89% poor, while 33.47% noted it as good and 3.25% as excellent. **Overall satisfaction with parents** showed a similar distribution, with 4.87% very poor and 15.01% poor, but 37.53% rated it good and 7.10% excellent. Patterns in the data revealed that relationships with co-workers are generally positive, with most respondents feeling supported and satisfied. However, student behaviour and discipline are significant areas of concern, with many respondents expressing dissatisfaction. Parental involvement and support also show variability, with a notable percentage of respondents feeling neutral or dissatisfied, indicating potential areas for targeted approaches to enhance overall job satisfaction.

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	1.22%	1.83%	10.34%	53.96%	32.66%
The extent to which your co-workers encourage you and support you in your work.	1.42%	5.07%	18.66%	48.48%	26.37%
Your overall satisfaction with your co-workers.	1.83%	4.26%	16.23%	52.74%	24.95%
The extent to which students act in a self-disciplined manner.	8.11%	33.47%	36.11%	20.08%	2.23%
Your satisfaction with the behaviour of students in your school.	9.53%	28.40%	35.50%	24.34%	2.23%
Your overall level of satisfaction with student discipline in your school.	9.74%	25.35%	34.08%	27.18%	3.65%
The degree of interest shown by parents in education of their children.	5.88%	22.31%	38.54%	31.03%	2.23%
The extent to which parents are supportive of the school and its programmes.	5.07%	20.89%	37.32%	33.47%	3.25%
Your overall level of satisfaction with parents where you work.	4.87%	15.01%	35.50%	37.53%	7.10%

Report 3: Kindergarten (KGE) Wellbeing Report

Salient Results KGEs



Key Findings KGE Population

Demographics

Data revealed a gender imbalance distribution of KGEs respondents with 99.12% of identifying themselves as women. Most KGEs who responded to the survey were aged between 25-34 years (34.21%) and have been working in the field of education between 0-10 years (41.23%). Almost all KGEs who participated in the survey (99.12%) work at a primary school.

Subjective Wellbeing

Life Satisfaction through SWEMWBS: Almost two-thirds of KGEs (66.67%) noted that the experience moderate life satisfaction with 40.35% sometimes feeling optimistic about their future, 37.72% sometimes feeling useful, 43.86% rarely feeling relaxed, 48.25% sometimes dealing with problems well, 44.74% often thinking clearly, 50.00% often feeling close to people and 42.98% often making up their own mind about things.

The Affective State through SPANE: Almost two-thirds (77.69%) of KGEs noted that they experience moderate affective states with 40.35% sometimes feeling positive, 45.61% sometimes feeling negative, 51.75% often feeling good, 45.61% sometimes feeling bad, 51.75% sometimes feeling pleasant, 46.49% sometimes feeling unpleasant, 44.74% often feeling happy, 55.26% sometimes feeling sad, 37.72% sometimes feeling afraid, 37.72% sometimes feeling joyful, 24.56% sometimes feeling angry and 50.00% sometimes feeling contented.

Eudaimonia through SWLS: More than one third of KGEs reported very high levels (42.11%) of sense of wellbeing and purpose with 39.47% often feel that they lead a purposeful and meaningful life, 42.11% often feel that their social relationships are supportive and rewarding, 45.61% often feel that they are engaged and interested in their daily activities, 49.12% often feel that they contribute actively to the happiness and wellbeing of others, 48.25% often feel that they are competent and capable in the activities that are important to them, 48.25% often feel that they are good persons and live good lives, 36.84% often feel optimistic about their future and 50.00% often feel that they are respected by other people. The results of subjective wellbeing for KGE cohort are higher when compared to the total educator population.

Job Satisfaction

More than half of KGEs (52.63%) feel a high level of job satisfaction with 45.61% feeling that a good quality of relations with co-workers, 48.25% feeling good co-workers encouragement and support, 44.74% feel that they have a good overall satisfaction with their co-workers, 35.09% feel that the extent to which students act in a self-disciplined manner is neutral, 35.50% feel a neutral sense of satisfaction with the behaviour or students at their school, 37.72% feel good about the overall level of satisfaction with student discipline at their school, 34.21% feel that there is a good degree of interest shown by parents, 45.61% feel that there is a good degree of support by parents and 50.00% feel a good level of satisfaction with parents. There is higher job satisfaction of KGEs when compared to the total educator population.

Results and Analysis

Section 1: KGE Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 114 KGE respondents in Malta. There was a participation rate of 15.24% 748 active KGEs with MEYR in scholastic year 2023-2024 participated in the survey (+/-8.46% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The gender demographics (Table 2.3) of the respondents reveal that 113 (99.12%) of KGE respondents are women and 1 (0.88%) preferred not to disclose one's gender. Thus, there is a gender imbalance in KGE population with almost all respondents being women.

	<i>Count</i>	<i>Percentage</i>
Woman	113	99.12%
Man	0	0%
Non-Binary	0	0%
Prefer not to say	1	0.88%
	Total = 114	100%

The demographic analysis of KGEs based on age (Table 3.3) shows a diverse distribution with a notable concentration in the early and mid-career stages. Out of 114 respondents, 4 (3.51%) were aged between 18-24, 39 (34.21%) were aged between 25-34, 27 (23.68%) were between 35-44, 26 (22.81%) were between 45-54, and 18 (15.79%) were aged between 55-64. The data reveals a prominent pattern where the largest group of KGEs, 34.21%, falls within the 25-34 age range, indicating a substantial number of early-career professionals. These patterns suggest that the KGE workforce is predominantly composed of individuals in their early to mid-career stages, with a balanced distribution across more experienced age groups.

	<i>Count</i>	<i>Percentage</i>
18-24	4	3.51%
25-34	39	34.21%
35-44	27	23.68%
45-54	26	22.81%
55-64	18	15.79%
	Total= 114	100%

The demographic analysis of KGEs based on their years of experience within the education sector indicates a workforce with a broad range of tenure (Table 4.3). Out of 144 respondents, 47 (41.23%) have been working in the education sector for 0 to 10 years, 35 (30.70%) for 11-20 years, 13 (11.40%) for 21-30 years, and 19 (16.67%) for 31-40 years. The data reveals a significant trend where a substantial portion of KGEs, 41.23% are relatively new to the field, with 0 to 10 years of experience, indicating a recent influx of KGEs into the profession. Additionally, a notable segment, 30.70%, has mid-level experience ranging from 11 to 20 years, suggesting a stable core of educators with considerable professional expertise. The smaller percentages of KGEs with 21-30 years (11.40%) and 31-40 years (16.67%) of experience highlight a presence of seasoned educators, contributing valuable long-term insight and stability. These patterns suggest a dynamic KGE workforce that includes a mix of both new entrants and experienced professionals, reflecting a healthy balance of fresh perspectives and established expertise in kindergarten education.

	<i>Count</i>	<i>Percentage</i>
0-10 years	47	41.23%
11-20 years	35	30.70%
21-30 years	13	11.40%
31-40 years	19	16.67%
	Total= 114	100%

The demographic analysis of KGEs based on their work contexts (Table 5.3) reveals a concentration in primary schools. Out of 114 respondents, 113 (99.12%) work in primary schools, while only 1 (0.88%) works at the education department. This pattern indicates that nearly all KGEs directly involved in early childhood education within primary school settings.

	<i>Count</i>	<i>Percentage</i>
Primary School	113	99.12%
Education Department	1	0.88%
	Total = 114	100%

KGE Subjective Wellbeing [Life Satisfaction]

The assessment of life satisfaction among KGEs using SWEMWBS indicates a predominantly moderate level of wellbeing (Table 6.3). Out of the respondents, 20.18% fell

into the top category, indicating high life satisfaction. A significant majority, 64.04%, were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 15.79% were in the bottom category, signifying lower levels of life satisfaction. These results suggest that while a notable portion of KGEs experience high wellbeing, the majority are moderately satisfied. The presence of 15.79% in the bottom category highlights a minority facing challenges with their life satisfaction. The trends reflect a workforce where most KGEs experience moderate life satisfaction, with smaller groups at both high and low ends of the satisfaction spectrum, indicating a need for targeted support to enhance wellbeing across the board.

Table 6.3: Categories of KGE Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	23	20.18%
Middle Category (19.5-27.0)	73	64.04%
Bottom Category (7.0-19.0)	18	15.79%
	Total=114	100%

The individual variables of the SWEMWBS on life satisfaction among KGE respondents provide a nuanced understanding of their overall wellbeing (Table 7.3). When it comes to **optimism about the future**, responses were mixed, with 21.05% rarely and 2.63% never feeling optimistic, but a significant 40.35% sometimes, 21.93% often, and 14.04% always feeling positive about the future. **Feeling useful** also showed a varied distribution, with 12.28% rarely and 1.75% never feeling useful, yet 37.72% sometimes, 28.95% often, and 19.30% always feeling useful, indicating a significant proportion experiencing a sense of purposefulness. **Relaxation** appears to be a considerable challenge for many respondents, with 17.74% never and 43.86% rarely feeling relaxed, while only 12.28% often and 2.63% always feel this way, suggesting high levels of stress among KGE respondents. **In dealing with problems**, 48.25% sometimes and 33.33% often feel they manage well, though 10.53% rarely and 0.88% never feel competent in problem-solving. **Clear thinking** is relatively positive, with 44.74% often and 13.16% always feeling they think clearly, although 34.21% sometimes and smaller percentages rarely or never experience clarity of thought. **Feeling close to others** is another positive area, with 50.00% often and 10.53% always feeling close to others, and only 9.65% rarely and 0.88% never feeling this connection. **Decision-making** is strong among respondents, with 42.98% often and 28.07% always feeling they can make up their minds, and only 4.39% rarely and none never feeling decisive. Areas of strength include feeling close to others, clear thinking, and decision-making, where most respondents report often or always experiencing these

positive states. However, areas warranting attention include relaxation and optimism about the future, as significant percentages of respondents rarely or never feel relaxed or optimistic, highlighting potential areas for targeted support to enhance overall wellbeing.

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	2.63%	21.05%	40.35%	21.93%	14.04%
I've been feeling useful.	1.75%	12.28%	37.72%	28.95%	19.30%
I've been feeling relaxed.	17.74%	43.86%	23.68%	12.28%	2.63%
I've been dealing with problems well.	0.88%	10.53%	48.25%	33.33%	7.02%
I've been thinking clearly.	0.88%	7.02%	34.21%	44.74%	13.16%
I've been feeling close to other people.	0.88%	9.65%	28.95%	50.00%	10.53%
I've been able to make up my own mind about things.	0%	4.39%	24.56%	42.98%	28.07%

KGE Subjective Wellbeing [Affective]

The evaluation of affective states among KGEs using SPANE (Table 8.3) reveals a predominantly positive outlook. Out of the respondents, 31.58% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. A substantial majority, 66.67% were in the middle category, reflecting moderate levels of both positive and negative experiences. Only 1.75% were in the bottom category, signifying lower levels of positive experiences and higher negative affect. These results suggest that a significant portion of KGEs enjoy high emotional wellbeing, while the majority have a balanced mix of emotions, experiencing moderate affective states. The very small percentage in the bottom category indicates that only a minority of KGEs face significant emotional challenges. Trends reflect a workforce with generally positive or moderate emotional experiences, with very few individuals experiencing significant negative affect.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	36	31.58%
Middle Category (7 - -8)	76	66.67%
Bottom Category (-9 - -24)	2	1.75%
	Total= 114	100%

The individual SPANE variables for KGEs provided a comprehensive overview of the respondents' affective states (Table 9.3), highlighting both positive and negative emotional experiences. A significant proportion of respondents frequently experience **positive** emotions, with 37.72% often and 14.91% always feeling positive, and none of the respondents never feeling positive. Similarly, **feeling good** is prevalent, with 51.75% often and 7.02% always feeling this way, and only 2.63% rarely feeling good. **Happiness** is also common, with 44.74% often and 8.77% always feeling happy, and none never feeling happy. Furthermore, **feeling pleasant** is noted by many, with 39.47% often and 6.14% always feeling this way, and only 2.63% rarely feeling pleasant. **Joy** and **contentment** are also significant positive affective states, with 38.60% often and 12.28% always feeling joyful, and none never experiencing joy. Contentment is noted by 33.33% often and 8.77% always, with only 7.89% rarely feeling contented. Conversely, negative emotions are also present but with varying frequencies. **Feeling negative** is reported sometimes by 45.61% and often by 25.44%, though 7.02% never feel negative. **Feeling bad** follows a similar pattern, with 45.61% sometimes and 15.79% often experiencing this emotion, while 7.02% never feel bad. **Sadness** is frequently felt sometimes (55.26%) and often (17.54%) with only 5.26% never feeling sad. **Fear** is less prevalent but still notable, with 37.72% sometimes and 10.53% often feeling afraid, though 18.42% never feel this emotion. **Feeling unpleasant** is common with 46.49% sometimes, and 13.16% often feel this emotion. **Anger** is experienced sometimes by 47.37% and often by 24.56%, with only 7.02% never feeling angry. Areas of strength include high frequencies of positive emotions such as feeling good, positive, pleasant, happy, joyful, and contented, where many respondents report often or always experiencing these states. However, areas warranting attention include the notable occurrences of negative emotions such as feeling negative, bad, unpleasant, sad, afraid, and angry, indicating potential areas of intervention to enhance overall emotional wellbeing among KGE respondents.

Table 9.3: Subjective Wellbeing [Affective] for KGE Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	0%	7.02%	40.35%	37.72%	14.91%
Negative	7.02%	25.44%	45.61%	25.44%	0%
Good	0%	2.63%	38.60%	51.75%	7.02%
Bad	7.02%	31.58%	45.61%	15.79%	0%
Pleasant	0%	2.63%	51.75%	39.47%	6.14%
Unpleasant	7.89%	32.46%	46.49%	13.16%	0%
Happy	0%	6.14%	40.35%	44.74%	8.77%
Sad	5.26%	21.93%	55.26%	17.54%	0%
Afraid	18.42%	31.58%	37.72%	10.53%	1.75%
Joyful	0%	11.40%	37.72%	38.60%	12.28%
Angry	7.02%	20.18%	47.37%	24.56%	0.88%
Contented	0%	7.89%	50.00%	33.33%	8.77%

KGE Subjective Wellbeing [Eudaimonia]

The assessment of eudaimonia among KGEs using the SWLS reveals a highly positive sense of wellbeing and purpose (Table 10.3). Out of the respondents 42.11% reported a very high level of life satisfaction, 40.35% indicated a high level, collectively comprising over 82% of the respondents. An additional 17.54% fell into the average category, reflecting moderate satisfaction. Notably, there were no respondents in the low or very low levels of life satisfaction. These results suggest a strong trend towards very high and high levels of eudaimonia among KGEs, indicating that the vast majority feel a significant sense of purpose and wellbeing in their roles. The absence of respondents in the lower categories underscores the generally positive outlook within this group. These patterns reflect a workforce with an exceptionally high sense of life satisfaction and fulfilment, with only a small fraction experiencing moderate levels of wellbeing and none reporting low levels of satisfaction.

Table 10.3: Categories of KGE Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

Category	Count	Percentage
Very High Level (34-40)	48	42.11%
High Level (27-33)	46	40.35%
Average (20-26)	20	17.54%
Low Level (15-19)	0	0%
Very Low Level (8-14)	0	0%
	Total = 114	100%

The SWLS survey on eudaimonia among KGE respondents provides a comprehensive view of KGEs overall wellbeing and fulfilment in various aspects of life (Table 11.3). **Leading a purposeful and meaningful life** is a significant strength for many respondents, with 39.47% often and 28.07% always feeling that their lives are purposeful, and only 6.14% rarely experiencing this sense. **Social relationships** are generally positive, with 42.11% often and 24.56% always finding their relationships supportive and rewarding, through 7.89% rarely feel this way. **Engagement in daily activities** is high, with 45.61% often and 28.95% always feeling engaged, while only 5.26% rarely feel interested in their daily activities. **Contributing to the happiness and wellbeing of others** is another strong area, with 49.12% often and 32.46% always feeling they contribute positively, and only 2.63% rarely feeling this way. **Feeling competent and capable in important activities** is widely reported, with 48.25% often and 34.21% always feeling competent, and only 2.63% rarely feeling capable. **Living a good life and being a good person** are affirmed by many, with 48.25% often and 39.47% always feeling they are good people living good lives, and very few feeling otherwise (0.88% rarely). **Optimism about the future** shows a more mixed outlook, with 36.84% often and 21.05% always feeling optimistic, but 12.28% rarely and 29.82% sometimes feeling less positive about their future. **Respect from others** is predominantly high, with 50.00% often and 24.56% always feeling respected, though 1.75% rarely and 0.88% never feel respected. Areas of strength for KGE respondents include leading a purposeful life, supportive social relationships, engagement in activities, contributing to others' wellbeing, competence, and being good people. Areas warranting attention include future optimism, where a notable portion of respondents sometimes or rarely feel optimistic, suggesting a need for strategies to enhance their positive outlook. Additionally, ensuring consistent feelings of respect from others may also benefit from targeted interventions to enhance overall wellbeing.

Table 11.3: Subjective Wellbeing [Eudaimonia] for KGE Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0%	6.14%	26.32%	39.47%	28.07%
My social relationships are supportive and rewarding.	0%	7.89%	25.44%	42.11%	24.56%
I am engaged and interested in my daily activities.	0%	5.26%	20.18%	45.61%	28.95%
I actively contribute to the happiness and wellbeing of others.	0%	2.63%	15.79%	49.12%	32.46%
I am competent and capable in the activities that are important to me.	0%	2.63%	14.91%	48.25%	34.21%
I am a good person and live a good life.	0%	0.88%	11.40%	48.25%	39.47%
I am optimistic about my future.	0%	12.28%	29.82%	36.84%	21.05%
People respect me.	0.88%	1.75%	22.81%	50.00%	24.56%

The evaluation of job satisfaction among KGEs using the TJSS-9 reveals a predominantly high level of contentment (Table 12.3). Out of the respondents, 52.63% fell into the top category, indicating high job satisfaction. A significant portion, 44.75% were in the middle category, reflecting moderate satisfaction, while only 2.63% were in the bottom category, signifying lower job satisfaction. These results suggest a strong trend towards high job satisfaction among KGEs, with over half expressing significant contentment in their roles. The substantial representation in the middle category indicates that many KGEs are moderately satisfied, while the minimal percentage in the bottom category highlights that very few KGEs are dissatisfied with their jobs. These patterns reflect a generally positive professional environment within KGEs.

Table 12.3: Categories of KGE Job Satisfaction through TJSS-9

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	60	52.63%
Middle Category (20-32)	51	44.74%
Bottom Category (9-19)	3	2.63%
	Total=114	100%

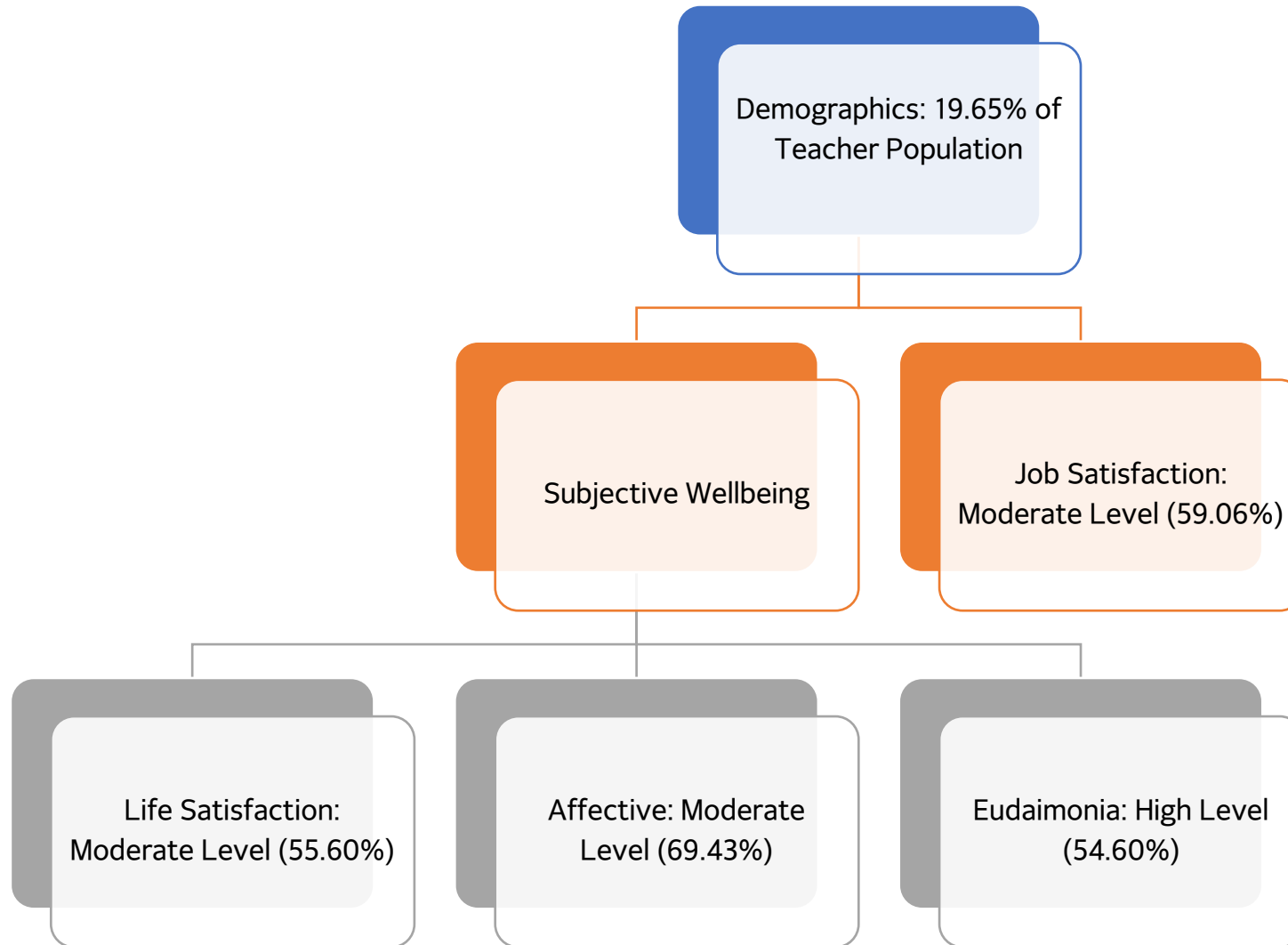
The TJSS-9 variables among KGE respondents provide a comprehensive overview of their job satisfaction, particularly regarding relationships with co-workers, student behaviour and discipline and parental involvement (Table 13.3). When it comes to the **quality of relationship with co-workers**, many respondents rate their interactions positively, with 45.61% noting them as good and 29.82% as excellent. A smaller percentage experience less satisfaction, with 0.88% noting very poor and 14% poor relations. The extent to which **co-workers provide encouragement and support** is also viewed favourably by many, with 48.25% noting it as good and 18.42% as excellent, though 21.93% feel neutrally about the support they receive. **Overall satisfaction with co-workers** follows a similar pattern, with 44.74% expressing good satisfaction and 24.56% excellent, while 9.65% rate it as poor and 0.88% as very poor. Regarding student behaviour and discipline, the responses are more varied. The **extent to which students act in a self-disciplined manner** is rated neutrally by 35.09% and positively by 34.21%, with 5.26% noting it as excellent. However, 20.18% rate it as poor and 5.26% as very poor, indicating room for improvement. **Satisfaction with student behaviour** shows similar trends, with 37.72% rating it as good and 5.26% as excellent, while 34.21% are neutral and 19.30% rate it as poor. **Overall satisfaction with student discipline** presents a mixed picture, with 34.21% rating it as good and 7.02% as excellent, but 28.07% are neutral, 22.81% rate it as poor, and 7.89% as very poor. Parental involvement is another key area of job satisfaction. The **degree of interest shown by parents in their children's education** is rated positively by many respondents, with 43.86% noting it as good and 8.77% as excellent, though 29.82% feel neutrally and 15.79% rate it as poor. **Support from parents for the school and its programmes** is similarly rated, with 45.61% noting it as good and 11.40% as excellent, while 24.56% are neutral and 15.79% rate it as poor. **Overall satisfaction with parents** reflects these patterns, with 50.00% expressing good satisfaction and 11.40% excellent, while 24.56% are neutral and smaller percentages rate it as poor (11.40%) or very poor (2.63%). Patterns reveal that relationships with co-workers are generally positive, with most respondents feeling supported and satisfied. However, student behaviour and discipline are areas of concern, with significant numbers of respondents expressing neutral or negative views, indicating a need for improved strategies in these areas. Parental

involvement and support show mixed results, with a notable portion of respondents feeling neutral or dissatisfied, highlighting potential areas for targeted interventions to enhance overall job satisfaction.

Table 13.3: KGE Job Satisfaction Variables through TJSS-9					
Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0.88%	6.14%	17.54%	45.61%	29.82%
The extent to which your co-workers encourage you and support you in your work.	1.75%	9.65%	21.93%	48.25%	18.42%
Your overall satisfaction with your co-workers.	0.88%	9.65%	20.18%	44.74%	24.56%
The extent to which students act in a self-disciplined manner.	5.26%	20.18%	35.09%	34.21%	5.26%
Your satisfaction with the behaviour of students in your school.	3.51%	19.30%	34.21%	37.72%	5.26%
Your overall level of satisfaction with student discipline in your school.	7.89%	22.81%	28.07%	34.21%	7.02%
The degree of interest shown by parents in education of their children.	1.75%	15.79%	29.82%	43.86%	8.77%
The extent to which parents are supportive of the school and its programmes.	2.63%	15.79%	24.56%	45.61%	11.40%
Your overall level of satisfaction with parents where you work.	2.63%	11.40%	24.56%	50.00%	11.40%

Report 4: Teacher Wellbeing Report

Salient Results Teachers



Key Findings Teacher Population

Demographics

Data revealed a gender imbalance in the distribution of teacher respondents with 77.32% identifying themselves as women, 21.30% as men and 0.83% as non-binary individuals. Most teachers who completed the survey were aged between 35-44 years (33.06%) and have been working in the education sector between 11-20 years (32.64%). Most respondents work in primary schools (45.23%), followed by secondary schools (33.47%), middle schools (13.14%) and higher secondary schools (4.98%).

Subjective Wellbeing

Life Satisfaction through SWEMWBS: More than half (55.60%) of teachers noted that the experience moderate life satisfaction with 36.93% sometimes feeling optimistic about their future, 37.62% often feeling useful, 39.14% rarely feeling relaxed, 47.44% sometimes dealing with problems well, 42.74% often thinking clearly, 39.56% often feeling close to people and 47.58% often making up their own mind about things.

The Affective State through SPANE: More than two-thirds (69.43%) of teachers noted that they experience moderate affective states with 41.77% often feeling positive, 55.88% sometimes feeling negative, 44.12% often feeling good, 55.46% sometimes feeling bad, 43.57% sometimes feeling pleasant, 50.21% sometimes feeling unpleasant, 45.50% often feeling happy, 54.08% sometimes feeling sad, 34.30% sometimes feeling afraid, 43.15% sometimes feeling joyful, 47.72% sometimes feeling angry and 45.37% sometimes feeling contented.

Eudaimonia through SWLS: More than half of teachers (54.63%) reported high levels of eudaimonia with 46.61% often feel that they lead a purposeful and meaningful life, 47.86% often feel that their social relationships are supportive and rewarding, 47.72% often feel that they are engaged and interested in their daily activities, 54.22% often feel that they contribute actively to the happiness and wellbeing of others, 55.60% often feel that they are competent and capable in the activities that are important to them, 53.39% often feel that they are good persons and live good lives, 39.56% often feel optimistic about their future and 55.05% often feel that they are respected by other people. The results of subjective wellbeing for teacher cohort are varied: with regards to life satisfaction, teacher cohort fared lower (-9.84% points) and for affective (+2.8%) and eudaimonia (+1.14%) the teacher cohort fared higher when compared to the total educator population.

Job Satisfaction

More than half of teachers (59.06%) feel moderate job satisfaction with 47.99% feeling that a good quality of relations with co-workers, 46.61% feeling good co-workers encouragement and support, 51.31% feel that they have a good overall satisfaction with their co-workers, 34.44% feel that the extent to which students act in a self-disciplined manner is poor, 30.57 feel a good sense of satisfaction with the behaviour or students at their school, 31.67% feel good about the overall level of satisfaction with student discipline at their school, 34.58% feel neutral regarding the interest

shown by parents, 39.00% feel that there is a neutral degree of support by parents and 38.73% feel a neutral level of satisfaction with parents. There is a slightly lower job satisfaction for teachers when compared to the total educator population.

Results and Analysis

Section 1: Teacher Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 723 teacher respondents in Malta. There was a participation rate of 19.65% out of 3680 active teachers with MEYR in scholastic year 2023-2024 participated in the survey (+/-3.27% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The demographic analysis of teachers based on gender revealed a significant majority of women within the respondent cohort (Table 2.4). Out of 723 respondents, 559 (77.32%) were women, 154 (21.30%) were men, 4 (0.83%) were non-binary individuals, and 6 (0.55%) preferred not to disclose their gender. This distribution indicates a notable gender disparity, with women overwhelmingly representing the teaching workforce. Many female respondents highlighted the gender imbalance in the profession. Although there is a presence of men and non-binary individuals, their numbers are considerably lower.

	<i>Count</i>	<i>Percentage</i>
Woman	559	77.32%
Man	154	21.30%
Non-Binary	4	0.83%
Prefer not to say	6	0.55%
	Total =723	100%

The demographic analysis of teachers based on age showed a varied distribution with a concentration in mid-career stages (Table 3.4). Out of 723 respondents, 16 (2.21%) were aged between 18-24, 177 (24.48%) were aged between 25-34, 397 (33.06%) were between 35-44, 209 (28.91%) were between 45-54, 77 (10.65%) were aged between 55-64, and 5 (0.69%) were over 65. The data revealed a prominent pattern where the largest group of teachers, 33.06%, falls within the 35-44 age range, indicating a substantial number of educators in their mid-career. This is closely followed by the 25-34 age range, comprising 24.48% of respondents, suggesting a strong presence of early-career professionals. The 45-54 age range also has significant representation, making up 28.91% of the respondents, indicating many teachers in the later stages of their careers. The smaller percentages of those aged 18-24 and over 65 highlight limited representation of very young or older individuals in the teaching profession. These patterns suggest a teaching workforce

predominantly composed of individuals in their early to mid-career stages, with a balanced distribution across more experienced age groups.

	<i>Count</i>	<i>Percentage</i>
18-24	16	2.21%
25-34	177	24.48%
35-44	239	33.06%
45-54	209	28.91%
55-64	77	10.65%
Over 65	5	0.69%
	Total=723	100%

The demographic analysis of teachers based on their years of experience within the educator sector showed a diverse range of periods (Table 4.4). Out of 723 respondents, 207 (28.63%) have been working in the education sector for 0 to 10 years, 236 (32.64%) for 11-20 years, 208 (28.77%) for 21-30 years, 64 (8.85%) for 31-40 years, and 8 (1.11%) for over 40 years. The data indicates a significant trend where a substantial portion of teachers, 32.64%, have mid-level experience ranging from 11 to 20 years, highlighting a strong presence of educators with considerable professional expertise. Additionally, a notable segment, 28.77%, has 21-30 years of experience, suggesting a workforce with significant long-term commitment. The proportion of teachers with 0 to 10 years of experience, 28.63%, reflects a steady influx of newer educators into the field. The smaller percentages of those with over 30 years of experience highlight the presence of seasoned educators contributing valuable long-term insights. These patterns suggest a well-balanced workforce with a healthy mix of both newer entrants and experienced professionals, reflecting stability and continuity in the education sector.

	<i>Count</i>	<i>Percentage</i>
0-10 years	207	28.63%
11-20 years	236	32.64%
21-30 years	208	28.77%
31-40 years	64	8.85%
Over 40 years	8	1.11%
	Total=723	100%

The demographic analysis of teachers based on their work contexts revealed a diverse distribution across different work contexts and educational levels (Table 5.4). Out of 723 respondents, 324 (45.23%) work in primary schools, indicating that nearly half of the teachers are engaged in primary education. Additionally, 95 (13.14%) work in middle schools, while 242 (33.47%) are involved in secondary education, showing substantial representation in these contexts. A smaller segment, 36 (4.98%), work in higher secondary education. Notably, 2 (0.28%) work at the office of the head of the college network, and 21 (2.90%) are based in the education department. These patterns suggest that the teaching workforce is predominantly concentrated in primary and secondary schools, with a balanced presence in middle and higher secondary educational contexts.

	<i>Count</i>	<i>Percentage</i>
Primary School	327	45.23%
Middle School	95	13.14%
Secondary School	242	33.47%
Higher Secondary Education	36	4.98%
Office of the Head of College Network	2	0.28%
Education Department	21	2.90%
	Total =723	100%

Section 2: Teacher Subjective Wellbeing

Teacher Subjective Wellbeing [Life Satisfaction]

The assessment of life satisfaction among teachers using the SWEMWBS reveals a predominantly moderate level of wellbeing (Table 6.4). Out of the respondents, 20.89% fell into the top category, indicating high life satisfaction, while 55.60% were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 23.51% were in the bottom category, signifying lower levels of life satisfaction. These results suggest a significant trend where many teachers experience moderate life satisfaction, with a notable portion enjoying high wellbeing. However, the presence of nearly a quarter of respondents in the bottom category highlights that a substantial minority face challenges with their life satisfaction. The trends indicate a workforce with varied levels of wellbeing, with most teachers experiencing moderate satisfaction, and a significant group needing additional support to enhance their life satisfaction.

Table 6.4: Categories of Teacher Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	151	20.89%
Middle Category (19.5-27.0)	402	55.60%
Bottom Category (7.0-19.0)	170	23.51%
	Total=723	100%

The SWEMWBS tool on life satisfaction among teacher respondents provided detailed insights into their satisfaction with life (Table 7.4). When it comes to **optimism about the future**, responses are mixed, with 5.39% never and 28.08% rarely feeling optimistic, but a significant 36.93% sometimes, 24.76% often, and 4.84% always feeling positive about the future. **Feeling useful** is more frequently experienced, with 37.62% often and 12.86% always feeling useful, although 10.79% rarely and 1.94% never feel this way. **Relaxation** is a notable challenge, as 21.35% never and 39.14% rarely feel relaxed, with only 8.02% often and 1.11% always feeling relaxed, suggesting high levels of stress among teachers. **Dealing with problems** shows a more positive trend, with 47.44% sometimes and 36.38% often feeling they manage well, and 5.26% always feeling competent in problem-solving, though 8.85% rarely and 2.07% never feel this way. **Clarity of thought** is generally high, with 42.74% often and 7.88% always feeling they think clearly, while 38.04% sometimes and smaller percentages rarely (8.71%) or never (2.63%) experience clear thinking. **Feeling close to others** is also common, with 39.56% often and 7.88% always feeling close to others, though 10.37% rarely and 3.18% never feel this connection. **Decision-making is a strong point**, with 47.58% often and 17.57% always feeling they can make up their minds, while 28.49% sometimes and smaller percentages rarely (4.43%) or never (1.94%) feel decisive. These findings highlight areas where teachers feel competent and connected, but also point to significant challenges in relaxation and consistent optimism about the future. Areas of strength for teachers include a sense of usefulness, clear thinking, feeling close to others, and strong decision-making abilities. Areas warranting attention include relaxation and future optimism, as significant portions of respondents rarely or never feel relaxed or optimistic, indicating potential areas for targeted support to enhance overall wellbeing.

Table 7.4: Subjective Wellbeing [Life Satisfaction] for Teacher Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	5.39%	28.08%	36.93%	24.76%	4.84%
I've been feeling useful.	1.94%	10.79%	36.79%	37.62%	12.86%
I've been feeling relaxed.	21.35%	39.14%	29.88%	8.02%	1.11%
I've been dealing with problems well.	2.07%	8.85%	47.44%	36.38%	5.26%
I've been thinking clearly.	2.63%	8.71%	38.04%	42.74%	7.88%
I've been feeling close to other people.	3.18%	10.37%	39.00%	39.56%	7.88%
I've been able to make up my own mind about things.	1.94%	4.43%	28.49%	47.58%	17.57%

Teacher Subjective Wellbeing [Affective]

The evaluation of affective states among teachers using the SPANE tool reveals a generally moderate emotional outlook (Table 8.4). Out of the respondents, 25.17% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. A significant majority, 69.43%, were in the middle category, reflecting moderate levels of both positive and negative experiences. Only 5.39% were in the bottom category, signifying lower levels of positive experiences and higher negative affect. These results suggest that while a quarter of teachers experience high emotional wellbeing, the majority have a balanced mix of emotions, indicating moderate affective states. The relatively small percentage in the bottom category highlights that a minority of teachers face significant emotional challenges. The trends reflect a workforce with generally positive or moderate emotional experiences, with few individuals experiencing significant negative affect.

Table 8.4: Subjective Wellbeing [Affective] for Teacher Population Variables through SPANE

Category	Count	Percentage
Top Category (24 - 8)	182	25.17%
Middle Category (7 - -8)	502	69.43%
Bottom Category (-9 - -24)	39	5.39%
	Total=723	100%

The SPANE tool on affective states among teacher respondents provided an in-depth understanding of their emotional wellbeing (Table 9.4). When it comes to positive emotions, a substantial proportion of teachers frequently experience them, with 41.77% often and 5.12% always **feeling positive**. Similarly, **feeling good** is common, with 44.12%

often and 4.01% always experiencing this state, and only a small fraction rarely or never feeling good (6.64% and 1.38%, respectively). **Happiness** is also prevalent, with 45.50% often and 4.01% always feeling happy. **Feeling pleasant** and **joyful** are also strong points, with 41.63% often and 4.56% always feeling pleasant, and 35.27% often and 4.84% always feeling joyful. Conversely, negative emotions are also significantly present among teachers. **Feeling negative** is reported sometimes by 55.88% and often by 22.54%, with a small percentage always feeling negative (1.66%). Similarly, **feeling bad** is frequently noted, with 55.46% sometimes and 16.32% often experiencing this emotion. **Feeling unpleasant** follows a similar trend, with 50.21% sometimes and 14.80% often feeling this way. **Sadness** is also notable, with 54.08% sometimes and 18.26% often feeling sad. **Fear** is less frequent but still notable, with 34.30% sometimes and 15.08% often feeling afraid. **Anger** is another emotion frequently experienced, with 47.72% sometimes and 24.90% often feeling angry. Areas of strength include the frequent experiences of positive emotions, feeling good, happy, pleasant, joyful, and contented, where most teachers report often or always experiencing these states. However, areas warranting attention include the notable occurrences of negative emotions, feeling bad, unpleasant, sad, afraid, and angry, indicating potential areas for intervention to improve their overall emotional wellbeing. Addressing these negative emotional states through targeted support and interventions could significantly enhance the wellbeing of teachers.

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	1.80%	11.20%	40.11%	41.77%	5.12%
Negative	2.90%	17.01%	55.88%	22.54%	1.66%
Good	1.38%	6.64%	43.85%	44.12%	4.01%
Bad	3.60%	23.10%	55.46%	16.32%	1.52%
Pleasant	1.52%	8.71%	43.57%	41.63%	4.56%
Unpleasant	8.30%	25.45%	50.21%	14.80%	1.24%
Happy	2.21%	8.58%	39.70%	45.50%	4.01%
Sad	2.21%	23.10%	54.08%	18.26%	2.35%
Afraid	16.32%	31.26%	34.30%	15.08%	3.04%
Joyful	3.60%	13.14%	43.15%	35.27%	4.84%
Angry	4.70%	19.64%	47.72%	24.90%	3.04%
Contented	2.49%	13.00%	45.37%	33.61%	5.53%

Teacher Subjective Wellbeing [Eudaimonia]

The assessment of eudaimonia among teachers using the SWLS tool presented a predominantly high sense of wellbeing and purpose. Out of the respondents, 30.01% reported a very high level of life satisfaction, and 54.63% indicated a high level, collectively comprising a substantial majority of over 84%. An additional 14.11% fell into the average category, reflecting moderate satisfaction. Only 0.97% reported a low level, and a mere 0.28% were in the very low-level category. These results suggest a strong trend towards high and very high levels of eudaimonia among teachers, indicating that most respondents feel a significant sense of purpose and wellbeing in their roles. The minimal percentages in the low and very low categories highlight that very few teachers experience dissatisfaction or a lack of purpose. Overall, these patterns reflect a workforce with a robust sense of life satisfaction and fulfilment, with only a small fraction experiencing moderate or lower levels of wellbeing.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	217	30.01%
High Level (27-33)	395	54.63%
Average (20-26)	102	14.11%
Low Level (15-19)	7	0.97%
Very Low Level (8-14)	2	0.28%
	Total =723	100%

The SWLS tool that gauged into eudaimonia of teachers provided a comprehensive view of the sense of purpose and fulfilment of this cohort of educators (Table 11.4). **Leading a purposeful and meaningful life** is a significant strength for many teachers, with 46.61% often and 20.75% always feeling that their lives are purposeful, while only a small percentage (0.55%) never and 5.95% rarely experience this sense. **Social relationships** are generally supportive and rewarding, with 47.86% often and 16.87% always finding their relationships fulfilling, though 6.92% rarely and 0.97% never feel this way. **Engagement in daily activities** is high, with 47.72% often and 20.33% always feeling engaged, while only 6.64% rarely and 0.97% never feel interested in their activities. **Contributing to the happiness and wellbeing of others** is another strong area, with 54.22% often and 25.45% always feeling they contribute positively, and only 1.52% rarely and 0.69% never feeling this way. **Feeling competent and capable in important activities** was widely reported, with 55.60% often and 30.01% always feeling competent, while only 1.94% rarely and 0.41% never feel capable. **Living a good life and being a good person** was affirmed by

many, with 53.39% often and 36.24% always feeling they are good people living good lives, and very few feeling otherwise (0.83% rarely). **Optimism about the future** showed a more mixed outlook, with 39.56% often and 13.42% always feeling optimistic, but 13.00% rarely and 2.21% never feeling this way. **Respect from others** was predominantly high, with 55.05% often and 20.61% always feeling respected, though 3.46% rarely and 0.69% never feel respected. Areas of strength for teachers include leading a purposeful life, supportive social relationships, engagement in activities, contributing to others' wellbeing, competence, and a positive self-image. Areas warranting attention include future optimism, where a notable portion of respondents sometimes or rarely feel optimistic, suggesting a need for strategies to enhance their positive outlook. Additionally, ensuring consistent feelings of respect from others may also benefit from targeted interventions to improve overall wellbeing.

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.55%	5.95%	26.14%	46.61%	20.75%
My social relationships are supportive and rewarding.	0.97%	6.92%	27.39%	47.86%	16.87%
I am engaged and interested in my daily activities.	0.97%	6.64%	24.34%	47.72%	20.33%
I actively contribute to the happiness and wellbeing of others.	0.69%	1.52%	18.12%	54.22%	25.45%
I am competent and capable in the activities that are important to me.	0.41%	1.94%	12.03%	55.60%	30.01%
I am a good person and live a good life.	0.41%	0.83%	9.13%	53.39%	36.24%
I am optimistic about my future.	2.21%	13.00%	31.81%	39.56%	13.42%
People respect me.	0.69%	3.46%	20.19%	55.05%	20.61%

Section 3: Teacher Job Satisfaction

The evaluation of job satisfaction through TJSS-9 reveals a predominantly moderate to high level of contentment in teachers (Table 12.4). Out of the respondents, 34.99% fell into the top category, indicating high job satisfaction, while a majority of 59.06% were in the middle category, reflecting moderate satisfaction. Only 5.95% were in the bottom category, signifying lower job satisfaction. These results suggest a strong trend towards moderate job satisfaction, with more than half of the respondents expressing a balanced sense of contentment in their roles. The significant percentage in the top category highlights that a substantial portion of teachers are highly satisfied with their jobs, while the relatively small percentage in the bottom category indicates that a minority of educators are less satisfied. These patterns reflect a generally positive professional environment within the teaching sector.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (45-33)	253	34.99%
Middle Category (32-20)	427	59.06%
Bottom Category (19-9)	43	5.95%
	Total=723	100%

The TJSS-9 among teacher respondents provided detailed insights into their job satisfaction (Table 13.4). **Regarding the quality of relations with co-workers**, a significant majority of respondents rate their interactions positively, with 47.99% noting them as good and 34.85% as excellent. Only a small percentage experience less satisfaction, with 1.11% noting very poor and 4.29% poor relations. **The extent to which co-workers provide encouragement and support** is also viewed favourably by many, with 46.61% noting it as good and 23.79% as excellent, though 19.09% feel neutrally about the support they receive. **Overall satisfaction with co-workers** follows a similar pattern, with 51.31% expressing good satisfaction and 24.34% excellent, while 7.61% rate it as poor and 1.24% as very poor. When it comes to student behaviour and discipline, the responses indicate significant challenges. **The extent to which students act in a self-disciplined manner** is rated very poor by 14.80% and poor by 29.18%, with only 30.57% rating it as good and a mere 3.73% as excellent. **Satisfaction with student behaviour** shows similar trends, with 13.14% rating it as very poor and 25.73% as poor, while 31.67% rate it as good and 3.18% as excellent. **Overall satisfaction with student discipline** is also mixed, with 31.67% rating it as good and 3.18% as excellent, but 26.28% are neutral, 25.73% rate it as poor, and 13.14% as very poor, indicating room for improvement in student behaviour and

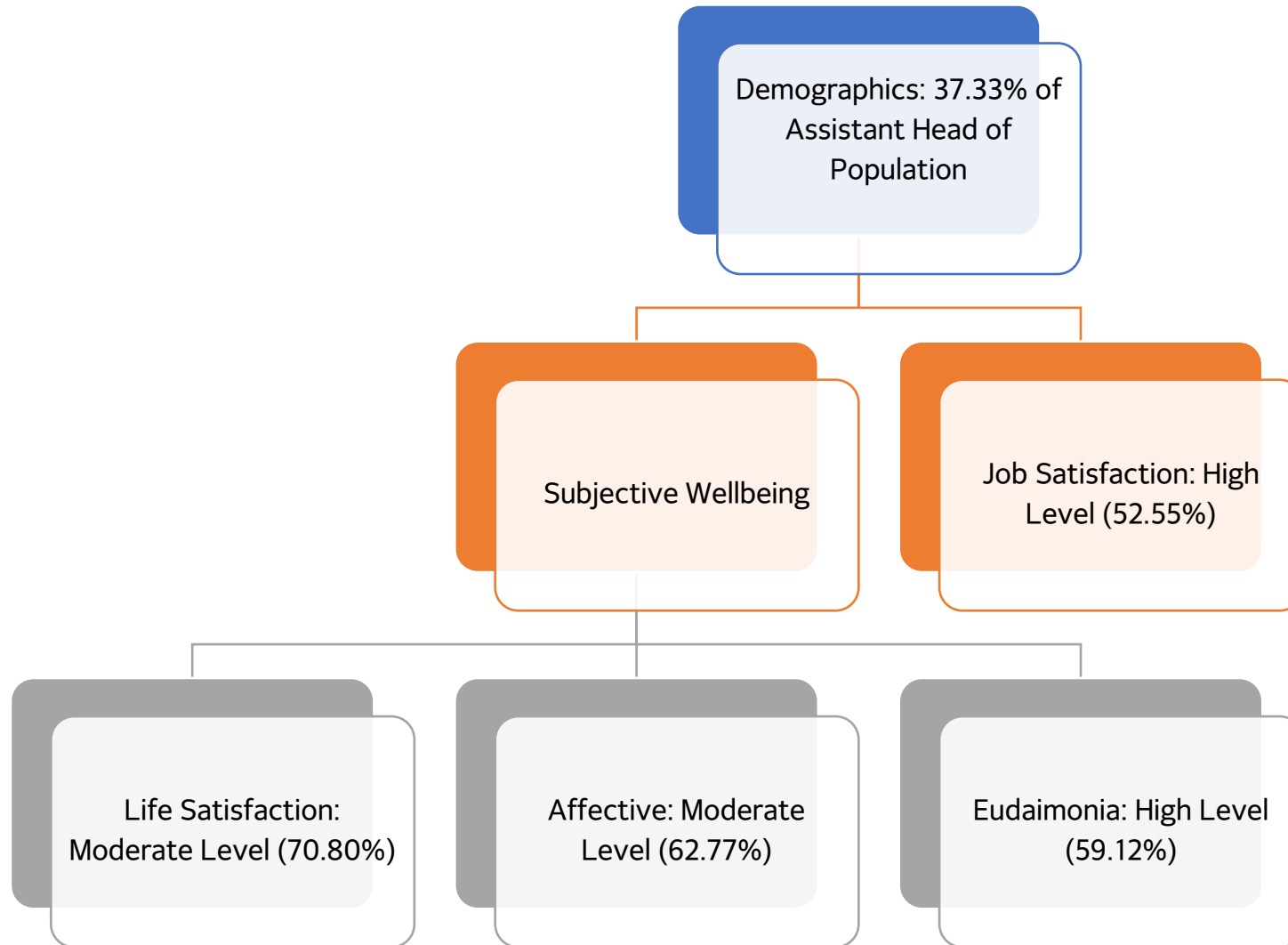
discipline. Parental involvement is another key area of job satisfaction. **The degree of interest shown by parents in their children's education** is rated very poor by 9.13% and poor by 26.00%, with 28.22% noting it as good and only 2.07% as excellent. **Support from parents for the school and its programmes** is similarly rated, with 22.54% noting it as poor and 7.47% as very poor, while 28.63% note it as good and 2.35% as excellent. **Overall satisfaction with parents** reflects these patterns, with 31.67% expressing good satisfaction and 3.04% excellent, while 38.73% are neutral and smaller percentages rate it as poor (20.75%) or very poor (5.81%). Patterns reveal that relationships with co-workers are generally positive, with most respondents feeling supported and satisfied. However, student behaviour and discipline are areas of concern, with significant numbers of respondents expressing neutral or negative views, indicating a need for improved strategies in these areas. Parental involvement and support show mixed results, with a notable portion of respondents feeling neutral or dissatisfied, highlighting potential areas for targeted interventions to enhance overall job satisfaction.

Table 13.4: Teacher Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	1.11%	4.29%	11.76%	47.99%	34.85%
The extent to which your co-workers encourage you and support you in your work.	2.35%	8.16%	19.09%	46.61%	23.79%
Your overall satisfaction with your co-workers.	1.24%	7.61%	15.49%	51.31%	24.34%
The extent to which students act in a self-disciplined manner.	14.80%	34.44%	25.17%	23.79%	1.80%
Your satisfaction with the behaviour of students in your school.	11.07%	29.18%	25.45%	30.57%	3.73%
Your overall level of satisfaction with student discipline in your school.	13.14%	25.73%	26.28%	31.67%	3.18%
The degree of interest shown by parents in education of their children.	9.13%	26.00%	34.58%	28.22%	2.07%
The extent to which parents are supportive of the school and its programmes.	7.47%	22.54%	39.00%	28.63%	2.35%
Your overall level of satisfaction with parents where you work.	5.81%	20.75%	38.73%	31.67%	3.04%

Report 5: Assistant Head of School Wellbeing Report

Salient Results Assistant Heads of School



Key Findings Assistant Head of School Population

Demographics

Data revealed a gender imbalance in the distribution of assistant heads of school respondents with 71.53% identifying themselves as women and 28.47% as men. Most assistant heads of schools who completed the survey were aged between 45-54 years (56.20%) and have been working in the education sector between 21-30 years (62.77%). Most respondents work in primary schools (60.58%), followed by secondary schools (23.56%), middle schools (10.22%) and higher secondary schools (3.65%).

Subjective Wellbeing

Life Satisfaction through SWEMWBS: More than two thirds (70.80%) of assistant heads of schools noted that they experience moderate life satisfaction with 43.07% sometimes feeling optimistic about their future, 47.45% often feeling useful, 45.99% rarely feeling relaxed, 54.74% often dealing with problems well, 57.66% often thinking clearly, 51.82% often feeling close to people and 59.85% often making up their own mind about things.

The Affective State through SPANE: Almost two thirds (62.77%) of assistant heads of schools noted that they experience moderate affective states with 50.36% often feeling positive, 54.74% sometimes feeling negative, 56.20% often feeling good, 51.82% sometimes feeling bad, 53.28% sometimes feeling pleasant, 45.99% sometimes feeling unpleasant, 47.45% often feeling happy, 54.01% sometimes feeling sad, 35.77% sometimes feeling afraid, 43.80% sometimes feeling joyful, 49.64% sometimes feeling angry and 84.68% sometimes or often feeling contented.

Eudaimonia through SWLS: More than half of assistant heads of school (59.12%) reported high levels of eudaimonia with 51.09% often feel that they lead a purposeful and meaningful life, 55.47% often feel that their social relationships are supportive and rewarding, 54.74% often feel that they are engaged and interested in their daily activities, 56.93% often feel that they contribute actively to the happiness and wellbeing of others, 56.93% often feel that they are competent and capable in the activities that are important to them, 52.55% often feel that they are good persons and live good lives, 39.42% often feel optimistic about their future and 64.23% often feel that they are respected by other people. The results of subjective wellbeing for assistant heads of school cohort are varied when compared to total educator: regarding life satisfaction, assistant heads of school cohort fared higher (+5.36% points) and for affective fared lower (-3.86% points) and for eudaimonia fared higher (+5.66%).

Job Satisfaction

More than half of teachers (52.55%) feel high job satisfaction with 51.82% feeling that a good quality of relations with co-workers, 54.74% feeling good co-workers encouragement and support, 59.85% feel that they have a good overall satisfaction with their co-workers, 42.34% feel that the extent to which students act in a self-disciplined manner is poor, 56.20% feel a good sense of satisfaction with the behaviour of students at their school, 59.85% feel good about the overall level

of satisfaction with student discipline at their school, 45.99% feel good regarding the interest shown by parents, 45.99% feel that there is a good degree of support by parents and 46.72% feel a good level of satisfaction with parents. There is higher job satisfaction for assistant heads of schools when compared to the total educator population.

Results and Analysis

Section 1: Assistant Head of School Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 137 assistant head of school respondents in Malta. There was a participation rate of 37.33% out of 367 active assistant head of school with MEYR in scholastic year 2023-2024 participated in the survey (+/-6.64% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The demographic analysis of assistant heads of schools based on gender reveals a significant majority of women in the respondent cohort (Table 2.5). Out of 137 respondents, 98 (71.53%) were women and 39 (28.47%) were men. This distribution indicates a notable gender disparity, with women substantially outnumbering men in these roles.

	<i>Count</i>	<i>Percentage</i>
Woman	98	71.53%
Man	39	28.47%
Non-Binary	0	0%
Prefer not to say	0	0%
	Total = 137	100%

The demographic analysis of assistant heads of schools based on age shows a concentration in the mid-to-late career stages (Table 3.5). Out of 137 respondents, 3 (2.19%) were aged between 25-34, 35 (25.55%) were aged between 35-44, 77 (56.20%) were between 45-54, 21 (15.33%) were aged between 55-64, and 1 (0.73%) was over 65. The data reveals a prominent pattern where most assistant heads, 56.20%, fall within the 45-54 age range, indicating that many are in their prime professional years. The significant representation in the 35-44 and 55-64 age ranges further emphasizes the presence of experienced professionals in these roles. The minimal percentage of younger and older individuals highlights a lesser representation of early-career and post-retirement age groups in assistant head positions.

	<i>Count</i>	<i>Percentage</i>
25-34	3	2.19%
35-44	35	25.55%
45-54	77	56.20%
55-64	21	15.33%
Over 65	1	0.73%
	Total=137	100%

The demographic analysis of assistant heads of schools based on their years of experience within the education sector indicates a predominantly experienced workforce (Table 4.5). Out of 137 respondents, 31 (22.63%) have been working in the education sector for 11-20 years, 86 (62.77%) for 21-30 years, 17 (12.41%) for 31-40 years, and 3 (2.19%) for over 40 years. The data shows a significant trend where the majority, 62.77%, have extensive experience ranging from 21-30 years. The presence of a notable segment with 11-20 years of experience suggests a strong representation of mid-career professionals.

	<i>Count</i>	<i>Percentage</i>
11-20 years	31	22.63%
21-30 years	86	62.77%
31-40 years	17	12.41%
Over 40 years	3	2.19%
	Total=137	100%

The demographic analysis of assistant heads of schools based on their work contexts reveals a predominant focus on primary education (Table 5.5). Out of 137 respondents, 83 (60.58%) work in primary schools, 14 (10.22%) work in middle schools, 32 (23.36%) work in secondary schools, 5 (3.65%) work in higher secondary education. This distribution indicates that most assistant heads are engaged in primary education, with significant representation also in secondary schools. There is lesser presence in middle schools, higher secondary education.

	<i>Count</i>	<i>Percentage</i>
Primary School	83	60.58%
Middle School	14	10.22%
Secondary School	32	23.56%
Higher Secondary Education	5	3.65%
Office of the Head of College Network	1	0.73%
Education Department	2	1.46%
	Total = 137	100%

Section 2: Assistant Head of School Subjective Wellbeing

Assistant Head of School Subjective Wellbeing [Life Satisfaction]

The assessment of life satisfaction among assistant heads of schools using the SWEMWBS tool reveals a predominantly moderate level of wellbeing (Table 6.5). Out of the respondents, 21.17% fell into the top category, indicating high life satisfaction, while a majority, 70.80%, were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 8.03% were in the bottom category, signifying lower levels of life satisfaction. These results suggest that most assistant heads experience moderate wellbeing, with a notable portion achieving high satisfaction. The relatively small percentage in the bottom category indicates that only a minority face significant challenges with their life satisfaction. The trends show a generally positive outlook, with most respondents reporting at least moderate levels of wellbeing.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	29	21.17%
Middle Category (19.5-27.0)	97	70.80%
Bottom Category (7.0-19.0)	11	8.03%
	Total=137	100%

The individual variables of the SWEMWBS amongst assistant heads of school provided valuable insights into various aspects of their life satisfaction (Table 7.5). **Optimism about the future** showed a mixed picture, with 43.07% sometimes and 28.47% often feeling

optimistic, while 18.98% rarely and 0.73% never feel this way, indicating some concerns about the future among a notable minority. **Feeling useful** was presented as a significant strength, with 47.45% often and 22.63% always feeling useful, and none of the respondents ever feeling completely useless. **Relaxation** was noted as a notable challenge, with 13.87% never and 45.99% rarely feeling relaxed, while only 11.68% often and 0.73% always feel relaxed, pointing to high stress levels among assistant heads. When it came to **dealing with problems**, the majority feel competent, with 54.74% often and 10.95% always feeling they handle problems well, although 29.93% only sometimes feel this way. **Clear thinking** was also another area of strength, with 57.66% often and 14.60% always feeling they think clearly, and only a small percentage rarely or never feeling clear-headed (2.19% and 0.73%, respectively). **Feeling close to others** was common with 51.82% often and 9.49% always experiencing this connection, although 32.12% only sometimes feel close to others, indicating some room for improvement in social connections. The **ability to make decisions** was strong among assistant heads, with 59.85% often and 20.44% always feeling they can make up their minds, while only 17.52% sometimes and smaller percentages rarely (1.46%) or never (0.73%) feel decisive. These findings highlighted areas where assistant heads feel competent and connected but also point to significant challenges in relaxation and consistent optimism about the future. Areas of strength for assistant heads of schools include a strong sense of usefulness, clear thinking, decision-making abilities, and feeling close to others. However, areas warranting attention include relaxation and future optimism, as significant portions of respondents rarely or never feel relaxed or optimistic, indicating potential areas for targeted support to enhance overall wellbeing.

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	0.73%	18.98%	43.07%	28.47%	8.76%
I've been feeling useful.	0%	2.92%	27.01%	47.45%	22.63%
I've been feeling relaxed.	13.87%	45.99%	27.74%	11.68%	0.73%
I've been dealing with problems well.	0.73%	3.65%	29.93%	54.74%	10.95%
I've been thinking clearly.	0.73%	2.19%	24.82%	57.66%	14.60%
I've been feeling close to other people.	1.46%	5.11%	32.12%	51.82%	9.49%
I've been able to make up my own mind about things.	0.73%	1.46%	17.52%	59.85%	20.44%

Assistant Head of School Subjective Wellbeing [Affective]

The evaluation of affective states among assistant heads of schools using the SPANE tool indicated a generally positive emotional outlook (Table 8.5). Out of the respondents, 33.58% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. A significant majority, 62.77%, were in the middle category, reflecting moderate levels of both positive and negative experiences. Only 3.65% were in the bottom category, signifying lower levels of positive experiences and higher negative affect. These results suggest that while a third of assistant heads enjoy high emotional well-being, the majority have a balanced mix of emotions, indicating moderate affective states. The very small percentage in the bottom category highlights that only a minority face significant emotional challenges.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	46	33.58%
Middle Category (7 - -8)	86	62.77%
Bottom Category (-9 - -24)	5	3.65%
	Total= 137	100%

The SPANE tool among assistant heads of school provided a comprehensive overview of their affective states (Table 9.5). Most respondents frequently experienced positive emotions, with 50.36% often and 5.84% always **feeling positive**, and none reporting never feeling positive. Similarly, **feeling good** was common, with 56.20% often and 2.19% always feeling this way, and only 6.57% rarely feeling good. **Feeling pleasant** were also prevalent, with 53.28% often and 3.65% always experiencing pleasant emotions. **Happiness** was widely reported, with 47.45% often and 2.19% always feeling happy, and no respondents never feeling happy. **Joy** was another frequent emotion, with 43.80% often and 2.92% always feeling joyful. Negative emotions were also present but varied in frequency. **Feeling negative** was reported sometimes by 54.74% and often by 18.98%, while 4.38% never felt negative. **Feeling bad** followed a similar pattern, with 51.82% sometimes and 14.60% often experiencing this emotion. **Feeling unpleasant** was reported sometimes by 45.99% and often by 9.49%, while 36.50% rarely felt this way. **Sadness** was frequently noted, with 54.01% sometimes and 13.14% often feeling sad, although 3.65% never felt sad. **Fear** was less frequent, with 35.77% sometimes and 3.65% often feeling afraid, while a significant 30.66% never experienced fear. **Anger** was another notable emotion, with 49.64%

sometimes and 18.98% often feeling angry, though 2.92% never felt this way. **Contentment** was commonly reported, with 42.34% often and 5.11% always feeling contented, and none never feeling contented. The survey highlighted a balance between positive and negative emotions among assistant heads of schools. areas of strength included frequent experiences of positive emotions such as feeling good, happy, pleasant, joyful, and contented. However, areas warranting attention included the notable occurrences of negative emotions, feeling bad, unpleasant, sad, afraid, and angry, indicating potential areas for intervention to improve their overall emotional well-being. Addressing these negative emotional states through targeted support and interventions could significantly enhance the wellbeing of assistant heads of schools.

Table 9.5: Subjective Wellbeing [Affective] for Assistant Head of School Population through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	0%	7.30%	36.50%	50.36%	5.84%
Negative	4.38%	21.17%	54.74%	18.98%	0.73%
Good	0%	6.57%	35.04%	56.20%	2.19%
Bad	5.84%	26.28%	51.82%	14.60%	1.46%
Pleasant	0%	6.57%	36.50%	53.28%	3.65%
Unpleasant	6.57%	36.50%	45.99%	9.49%	1.46%
Happy	0%	6.57%	43.80%	47.45%	2.19%
Sad	3.65%	27.74%	54.01%	13.14%	1.46%
Afraid	30.66%	28.47%	35.77%	3.65%	1.46%
Joyful	0.73%	11.68%	40.88%	43.80%	2.92%
Angry	2.92%	27.74%	49.64%	18.98%	0.73%
Contented	0%	10.22%	42.34%	42.34%	5.11%

Assistant Head of School Subjective Wellbeing [Eudaimonia]

The assessment of eudaimonia among assistant heads of schools using the SWLS tool revealed a highly positive sense of wellbeing and purpose (Table 10.5). Out of the respondents, 30.66% reported a very high level of life satisfaction, and 59.12% indicated a high level, collectively comprising nearly 90% of the respondents. An additional 9.49% fell into the average category, reflecting moderate satisfaction. Only 0.73% reported a low level of life satisfaction, and none were in the very low-level category. These results suggest a strong trend towards high and very high levels of eudaimonia among assistant heads, indicating that most respondents feel a significant sense of purpose and wellbeing

in their roles. The minimal presence in the lower categories underscores the generally positive outlook within this group.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	42	30.66%
High Level (27-33)	81	59.12%
Average (20-26)	13	9.49%
Low Level (15-19)	1	0.73%
Very Low Level (8-14)	0	0%
	Total = 137	100%

The SWLS tool on eudaimonia among assistant heads of schools provided a comprehensive picture of their wellbeing and sense of fulfilment (Table 11.5). Many respondents reported **leading purposeful and meaningful lives**, with 51.09% often and 27.01% always feeling this way, while only a small percentage rarely (2.19%) or never (0.73%) experienced such a sense. **Social relationships** were generally supportive and rewarding, as 55.47% often and 16.06% always felt supported, though 8.03% rarely experienced this support. **Engagement in daily activities** was high, with 56.93% often and 20.44% always feeling engaged and interested, and only a minimal percentage rarely (2.92%) or never (0%) felt this engagement. Many respondents **actively contributed to the happiness and well-being of others**, with 54.74% often and 27.01% always feeling they made a positive impact, and very few rarely (1.42%) or never (0%) feeling this way. **Competence and capability in important activities** were also strong points, with 56.93% often and 35.04% always feeling competent, and almost no respondents rarely (0.73%) or never (0%) feeling incapable. **Living a good life and being a good person** were affirmed by many, with 52.55% often and 36.50% always feeling this way, and only a few rarely (0.73%) or never (0%) feeling otherwise. **Optimism about the future** showed a more mixed outlook, with 39.42% sometimes and 35.04% often feeling optimistic, while 5.84% rarely and 1.46% never felt positive about their future. **Respect from others** was predominantly high, with 64.23% often and 24.82% always feeling respected, and none rarely (0%) or never (0%) feeling disrespected. Areas of strength for assistant heads of schools included leading a purposeful life, supportive social relationships, high engagement in daily activities, contributing to others' well-being, competence, and a positive self-image. However, areas warranting attention included future optimism, where a notable portion of respondents sometimes or rarely felt optimistic, suggesting a need for

strategies to enhance their positive outlook. Additionally, while the overall respect from others was high, maintaining and further improving this respect could benefit from ongoing support and recognition initiatives.

Table 11.5: Subjective Wellbeing [Eudaimonia] for Assistant Head of School Population Variables through SWLS					
Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.73%	2.19%	18.98%	51.09%	27.01%
My social relationships are supportive and rewarding.	0%	8.03%	20.44%	55.47%	16.06%
I am engaged and interested in my daily activities.	0%	2.92%	19.71%	56.93%	20.44%
I actively contribute to the happiness and wellbeing of others.	0%	1.46%	16.79%	54.74%	27.01%
I am competent and capable in the activities that are important to me.	0%	0.73%	7.30%	56.93%	35.04%
I am a good person and live a good life.	0%	0.73%	10.22%	52.55%	36.50%
I am optimistic about my future.	1.46%	5.84%	39.42%	35.04%	18.35%
People respect me.	0%	0%	10.95%	64.23%	24.82%

Section 3: Assistant Head of School Job Satisfaction

The evaluation of job satisfaction among assistant heads of schools using the TJSS-9 reveals a predominantly high level of contentment (12.5). Out of the respondents, 52.55% fell into the top category, indicating high job satisfaction, while 49.72% were in the middle category, reflecting moderate satisfaction. Only 0.73% were in the bottom category, signifying lower job satisfaction. These results suggest a strong trend towards high job satisfaction, with more than half of the respondents expressing significant contentment in their roles. The substantial representation in the middle category indicates that many

assistant heads are moderately satisfied, while the minimal percentage in the bottom category highlights that very few are dissatisfied with their jobs. These patterns reflect a generally positive professional environment within the education sector for assistant heads of schools.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	72	52.55%
Middle Category (20-32)	64	46.72%
Bottom Category (9-19)	1	0.73%
	Total=137	100%

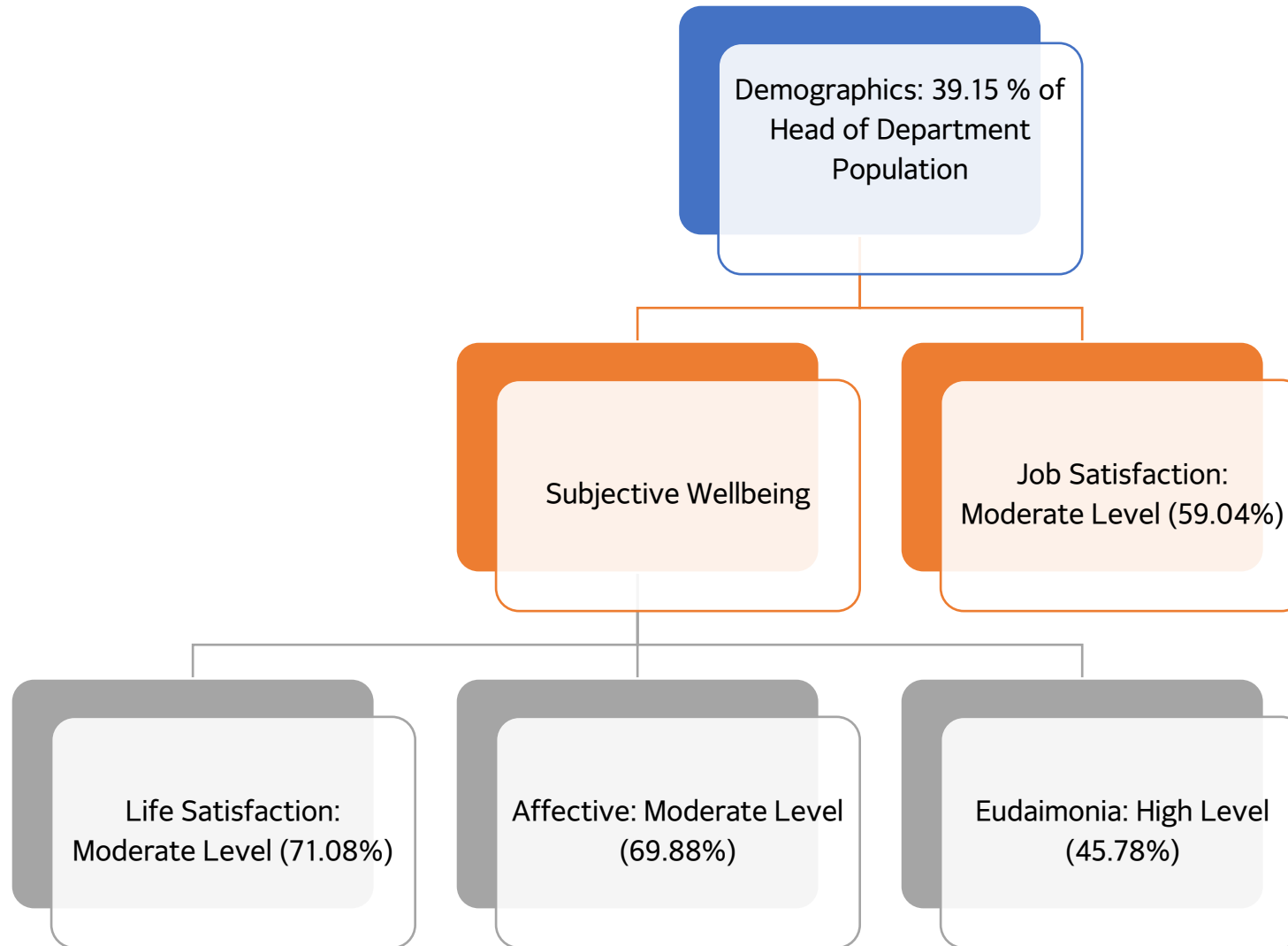
The TJSS-9 tool among assistant heads of schools (Table 13.5) provided a detailed understanding of the individual variables of this cohort of respondents. The **quality of relations with co-workers** was generally positive, with 51.82% noting it as good and 40.15% as excellent, and only a small percentage (2.19%) indicating poor relations. The **extent to which co-workers encouraged and supported them** was similarly positive, with 54.74% rating it as good and 24.09% as excellent, though 16.06% felt neutral about the support they received. **Overall satisfaction with co-workers** was high, with 59.85% noting it as good and 21.90% as excellent, while very few rated it as very poor (1.46%) or poor (3.65%). Regarding student behaviour and discipline, the responses highlighted areas of concern. **The extent to which students acted in a self-disciplined manner** was rated neutrally by 30.66% and positively by 42.34%, but 22.63% rated it as poor, indicating room for improvement. **Satisfaction with student behaviour** showed similar trends, with 56.20% rating it as good and 5.11% as excellent, but 14.60% noted it as poor. **Overall satisfaction with student discipline** was mixed, with 59.85% rating it as good and 6.57% as excellent, while 19.71% felt neutral and 10.95% rated it as poor, reflecting the challenges faced in maintaining discipline. Parental involvement was another key area of job satisfaction. **The degree of interest shown by parents in their children's education** was rated as good by 45.99% and excellent by 3.65%, but 19.71% rated it as poor and 2.19% as very poor. **Support from parents for the school and its programmes** was similarly rated, with 46.72% noting it as good and 2.92% as excellent, while 34.31% were neutral and 15.33% rated it as poor. **Overall satisfaction with parents** reflected these patterns, with 48.91% expressing good satisfaction and 4.38% excellent, but 32.12% were neutral and 13.87% rated it as poor. Patterns indicated that relationships with co-workers were generally strong, with most respondents feeling supported and satisfied. However,

student behaviour and discipline were areas of concern, with significant numbers of respondents expressing neutral or negative views, indicating a need for improved strategies. Parental involvement and support showed mixed results, with a notable portion of respondents feeling neutral or dissatisfied, highlighting potential areas for targeted interventions to enhance overall job satisfaction.

Table 13.5: Assistant Head of School Job Satisfaction Variables through TJSS-9					
Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0%	2.19%	5.84%	51.82%	40.15%
The extent to which your co-workers encourage you and support you in your work.	0.73%	4.38%	16.06%	54.74%	24.09%
Your overall satisfaction with your co-workers.	1.46%	3.65%	13.14%	59.85%	21.90%
The extent to which students act in a self-disciplined manner.	1.46%	22.63%	30.66%	42.34%	2.92%
Your satisfaction with the behaviour of students in your school.	1.46%	14.60%	22.63%	56.20%	5.11%
Your overall level of satisfaction with student discipline in your school.	2.92%	10.95%	19.71%	59.85%	6.57%
The degree of interest shown by parents in education of their children.	2.19%	19.71%	28.47%	45.99%	3.65%
The extent to which parents are supportive of the school and its programmes.	0.73%	15.33%	34.31%	46.72%	2.92%
Your overall level of satisfaction with parents where you work.	0.73%	13.87%	32.12%	48.91%	4.38%

Report 6: Heads of Department Wellbeing Report

Salient Results Heads of Department



Key Findings Head of Department Population

Demographics

Data revealed a gender imbalance in the distribution of head of department respondents with 72.29% identifying themselves as women and 26.51% as men. Most assistant heads of schools who completed the survey were aged between 45-54 years (54.22%) and have been working in the education sector between 21-30 years (53.01%). Most respondents work in secondary schools (43.37%), followed by primary schools (22.89%), middle schools (18.07%) and higher secondary schools (2.41%).

Subjective Wellbeing

Life Satisfaction through SWEMWBS: More than two thirds (71.08%) of heads of department noted that they experience moderate life satisfaction with 38.55% sometimes feeling optimistic about their future, 45.78% often feeling useful, 39.76% rarely feeling relaxed, 55.42% often dealing with problems well, 46.99% often thinking clearly, 42.17% often feeling close to people and 50.60% often making up their own mind about things.

The Affective State through SPANE: More than two thirds (69.88%) of heads of department noted that they experience moderate affective states with 69.88% sometimes or often feeling positive, 50.60% sometimes feeling negative, 43.37% often feeling good, 53.01% sometimes feeling bad, 43.37% often feeling pleasant, 53.01% sometimes feeling unpleasant, 79.21% sometimes or often feeling happy, 54.22% sometimes feeling sad, 36.14% rarely feeling afraid, 39.76% sometimes feeling joyful, 46.99% sometimes feeling angry and 44.58% sometimes feeling contented.

Eudaimonia through SWLS: Less than half of heads of department (45.78%) reported high levels of eudaimonia with 48.19% often feel that they lead a purposeful and meaningful life, 46.99% often feel that their social relationships are supportive and rewarding, 44.58% often feel that they are engaged and interested in their daily activities, 55.42% often feel that they contribute actively to the happiness and wellbeing of others, 43.37% often feel that they are competent and capable in the activities that are important to them, 54.22% often feel that they are good persons and live good lives, 36.14% often feel optimistic about their future and 67.47% often feel that they are respected by other people. The results of subjective wellbeing for heads of department cohort are higher when compared to total educator: regarding life satisfaction (+5.64% points), for affective (+3.25% points) and for eudaimonia (+7.68%).

Job Satisfaction

More than half of teachers (59.04%) feel moderate job satisfaction with 61.45% feeling that a good quality of relations with co-workers, 51.81% feeling good co-workers encouragement and support, 60.24% feel that they have a good overall satisfaction with their co-workers, 36.14% feel that the extent to which students act in a self-disciplined manner is good, 36.14% feel a good sense of satisfaction with the behaviour of students at their school, 40.96% feel good about the overall level of satisfaction with student discipline at their school, 42.17% feel good regarding the interest

shown by parents, 40.96% feel that there is a good degree of support by parents and 43.37% feel a good level of satisfaction with parents. There is higher job satisfaction for heads of department when compared to the total educator population.

Results and Analysis

Section 1: Head of Department Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 83 head of department respondents in Malta. There was a participation rate of 39.15% out of 212 active heads of department with MEYR in scholastic year 2023-2024 participated in the survey (+/-8.41% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The demographic analysis of heads of department based on gender reveals a significant majority of women in the respondent cohort (Table 2.6). Out of 83 respondents, 60 (72.29%) were women, 22 (26.51%) were men, and 1 (1.20%) preferred not to disclose their gender. This distribution indicates a notable gender disparity, with women significantly outnumbering men in this role.

	<i>Count</i>	<i>Percentage</i>
Woman	60	72.29%
Man	22	26.51%
Gender X	0	0%
Prefer not to say	1	1.20%
	Total = 83	100%

The demographic analysis of heads of department based on age shows a concentration in mid-to-late career stages (Table 2.7). Out of 83 respondents, 1 (1.20%) was aged between 25-34, 22 (26.51%) were aged between 35-44, 45 (54.22%) were between 45-54, 14 (16.87%) were aged between 55-64, and 1 (1.20%) was over 65. The data reveals a prominent pattern where the majority, 54.22%, fall within the 45-54 age range, indicating many are in their mid- professional years.

	<i>Count</i>	<i>Percentage</i>
25-34	1	1.20%
35-44	22	26.51%
45-54	45	54.22%
55-64	14	16.87%
Over 65	1	1.20%
	Total=83	100%

The demographic analysis of heads of department based on their years of experience within the education sector indicates a predominantly seasoned workforce (Table 4.6). Out of 83 respondents, 1 (1.20%) has been working in the education sector for 0-10 years, 21 (25.30%) for 11-20 years, 44 (53.01%) for 21-30 years, 15 (18.40%) for 31-40 years, and 2 (2.41%) for over 40 years. The data shows a significant trend where the majority, 53.01%, have experience ranging from 21-30 years.

	<i>Count</i>	<i>Percentage</i>
0-10 years	1	1.20%
11-20 years	21	25.30%
21-30 years	44	53.01%
31-40 years	15	18.40%
Over 40 years	2	2.41%
	Total= 83	100%

The demographic analysis of heads of department based on their work contexts reveals a diverse distribution across different educational levels (Table 5.6). Out of 83 respondents, 19 (22.89%) work in primary schools, 15 (18.07%) work in middle schools, 36 (43.37%) work in secondary schools, 2 (2.41%) work in higher secondary education, 3 (3.61%) work at the office of the head of the college network, and 8 (9.64%) work at the education department. This distribution indicates that while a significant portion of heads of department are engaged in secondary education, there is also considerable representation in primary and middle schools.

	<i>Count</i>	<i>Percentage</i>
Primary School	19	22.89%
Middle School	15	18.07%
Secondary School	36	43.37%
Higher Secondary Education	2	2.41%
Office of the Head of College Network	3	3.61%
Education Department	8	18.07%
	Total =83	100%

Section 2: Heads of Department Subjective Wellbeing

Heads of Department Subjective Wellbeing [Life Satisfaction]

The SWEMWBS indicated a predominantly moderate level of life satisfaction in heads of department (Table 6.6). Out of the respondents, 16.87% fell into the top category, indicating high life satisfaction, while a majority, 71.08%, were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 12.05% were in the bottom category, signifying lower levels of life satisfaction. These results suggest that most heads of department experience moderate wellbeing, with a smaller but notable portion achieving high satisfaction. The presence of over 12% in the bottom category highlights that a significant minority face challenges with their life satisfaction. The trends show a generally positive outlook, with most respondents reporting at least moderate levels of wellbeing.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	14	16.87%
Middle Category (19.5-27.0)	59	71.08%
Bottom Category (7.0-19.0)	10	12.05%
	Total=83	100%

The SWEMWBS variables provided a detailed overview of the heads of department life satisfaction (Table 7.6). Regarding **optimism about the future**, 27.71% of respondents rarely felt optimistic, while 38.55% felt this way sometimes, 22.89% often, and 8.43% always. A small percentage, 2.41%, never felt optimistic. **Feeling useful** was generally positive, with no respondents never feeling useful, 9.64% rarely feeling useful, 33.73% sometimes, 45.78% often, and 10.85% always feeling useful. **Relaxation** posed a significant challenge, with 16.87% never feeling relaxed, 39.76% rarely, 26.51% sometimes, 13.25% often, and only 3.61% always feeling relaxed. When it came to **dealing with problems**, the majority felt competent, with 55.42% often and 4.82% always feeling they managed problems well, and only 2.41% rarely felt competent. **Clear thinking** was another area of strength, with 46.99% often and 14.60% always feeling clear-headed, while 33.73% sometimes and only 4.82% rarely experienced clarity of thought. **Feeling close to others** was common, with 42.17% often and 12.05% always feeling connected, though 39.76% sometimes and 6.02% rarely felt close to others. The **ability to make decisions** was strong among heads of department, with 50.60% often and 18.07% always feeling they

could make up their minds, while 24.10% sometimes and 7.23% rarely felt decisive. These findings highlighted areas where heads of department felt competent and connected but also pointed to significant challenges in relaxation and consistent optimism about the future. Areas of strength for heads of department included feeling useful, clear thinking, decision-making abilities, and feeling close to others. However, areas warranting attention included relaxation and future optimism, as significant portions of respondents rarely or never felt relaxed or optimistic, indicating potential areas for targeted support to enhance overall well-being.

Table 7.6: Subjective Wellbeing [Life Satisfaction] for Head of Department Variable through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	2.41%	27.71%	38.55%	22.89%	8.43%
I've been feeling useful.	0%	9.64%	33.73%	45.78%	10.85%
I've been feeling relaxed.	16.87%	39.76%	26.51%	13.25%	3.61%
I've been dealing with problems well.	0%	2.41%	37.35%	55.42%	4.82%
I've been thinking clearly.	0%	4.82%	33.73%	46.99%	14.46%
I've been feeling close to other people.	0%	6.02%	39.76%	42.17%	12.05%
I've been able to make up my own mind about things.	0%	7.23%	24.10%	50.60%	18.07%

Heads of Department Subjective Wellbeing [Affective]

The SPANE tool revealed a generally moderate emotional outlook in the heads of department cohort (Table 8.6). Out of the respondents, 22.89% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. A significant majority, 69.88%, were in the middle category, reflecting moderate levels of both positive and negative experiences. Only 7.23% were in the bottom category, signifying lower levels of positive experiences and higher negative affect. These results suggest that while nearly a quarter of heads of department enjoy high emotional wellbeing, the majority have a balanced mix of emotions, indicating moderate affective states. The relatively small percentage in the bottom category highlights that a minority face significant emotional challenges.

Table 8.6: Categories of Head of Department Population Score for Subjective Wellbeing [Affective] through SPANE		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	19	22.89%
Middle Category (7 - -8)	58	69.88%
Bottom Category (-9 - -24)	6	7.23%
	Total= 83	100%

The SPANE tool among heads of department provided detailed insights into their affective states (Table 9.6). Most respondents frequently experienced positive emotions, with 34.94% often and 13.25% always **feeling positive**, and none reported never feeling positive. **Feeling good** was common, with 43.37% often and 8.43% always feeling this way, and only 7.23% rarely felt good. **Feeling pleasant** was also prevalent, with 43.37% often and 4.82% always experiencing pleasant emotions, and a minimal 1.20% never felt pleasant. **Happiness** was similarly distributed, with 39.76% often and 6.02% always feeling happy, although 2.41% never felt happy. **Joy** was another frequent emotion, with 33.73% often and 6.02% always feeling joyful, while 4.82% never experienced joy. **Contentment** was commonly reported, with 34.94% often and 4.82% always feeling contented, and 6.02% never feeling contented. On the other hand, negative emotions were also significantly present. **Feeling negative** was reported sometimes by 50.60% and often by 27.71%, though 7.23% never felt negative. **Feeling bad** followed a similar pattern, with 53.01% sometimes and 19.28% often experiencing this emotion, while 6.02% never felt bad. **Feeling unpleasant** reported sometimes by 53.01% and often by 12.05%, with 7.23% never experiencing them. **Sadness** was frequently noted, with 54.22% sometimes and 18.07% often feeling sad, although 6.02% never felt sad. **Fear** was less prevalent, with 33.73% sometimes and 14.46% often feeling afraid, while 15.66% never experienced fear. **Anger** was another notable emotion, with 46.99% sometimes and 21.69% often feeling angry, though 4.82% never felt this way. Areas of strength included frequent experiences of positive emotions such as feeling good, happy, pleasant, joyful, and contented. However, areas warranting attention included the notable occurrences of negative emotions, feeling bad, unpleasant, sad, afraid, and angry, indicating potential areas for intervention to improve their overall emotional well-being. Addressing these negative emotional states through targeted support and interventions could significantly enhance the well-being of heads of departments.

Table 9.6: Subjective Wellbeing [Affective] for Head of Department Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	0%	16.87%	34.94%	34.94%	13.25%
Negative	7.23%	14.46%	50.60%	27.71%	0%
Good	0%	7.23%	40.96%	43.37%	8.43%
Bad	6.02%	21.69%	53.01%	19.28%	0%
Pleasant	1.20%	10.84%	39.76%	43.37%	4.82%
Unpleasant	7.23%	27.71%	53.01%	12.05%	0%
Happy	2.41%	12.05%	39.76%	39.76%	6.02%
Sad	6.02%	21.69%	54.22%	18.07%	0%
Afraid	15.66%	36.14%	33.73%	14.46%	0%
Joyful	4.82%	15.66%	39.76%	33.73%	6.02%
Angry	4.82%	25.30%	46.99%	21.69%	1.20%
Contented	6.02%	9.64%	44.58%	34.94%	4.82%

Heads of Department Subjective Wellbeing [Eudaimonia]

The SWLS revealed a predominantly high sense of wellbeing and purpose among heads of department (Table 10.6). Out of the respondents, 37.35% reported a very high level of life satisfaction, and 45.78% indicated a high level, collectively comprising over 83% of the respondents. An additional 15.66% fell into the average category, reflecting moderate satisfaction. Only 1.20% reported a low level of life satisfaction, and none were in the very low-level category. These results suggest a strong trend towards high and very high levels of eudaimonia among heads of department, indicating that most respondents feel a significant sense of purpose and wellbeing in their roles. The minimal presence in the lower categories underscores the generally positive outlook within this group.

Table 10.6: Categories of Heads of Department Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

Category	Count	Percentage
Very High Level (34-40)	31	37.35%
High Level (27-33)	38	45.78%
Average (20-26)	13	15.66%
Low Level (15-19)	1	1.20%
Very Low Level (8-14)	0	0%
	Total =83	100%

The SWLS tool on eudaimonia provided a detailed understanding of the heads of department sense of purpose and fulfilment (Table 11.6). Most respondents **led purposeful and meaningful lives**, with 48.19% often and 18.07% always feeling this way, while only 3.61% rarely experienced such a sense. **Social relationships** were generally supportive and rewarding, with 46.99% often and 13.25% always feeling supported, though 36.14% sometimes felt this support and 3.61% rarely did. **Engagement in daily activities** was high, with 44.58% often and 25.30% always feeling engaged and interested, while only 6.02% rarely and 24.10% sometimes felt engaged. Many respondents actively **contributed to the happiness and wellbeing of others**, with 55.42% often and 21.69% always feeling they made a positive impact, and only 4.82% rarely feeling this way. **Competence and capability** in important activities were strong points, with 43.37% often and 40.96% always feeling competent, while only 3.61% rarely and 12.05% sometimes felt capable. **Living a good life and being a good person** were affirmed by many, with 54.22% often and 32.53% always feeling they were good people living good lives, and none feeling otherwise. **Optimism about the future** showed a more mixed outlook, with 36.14% often and 15.66% always feeling optimistic, while 14.46% rarely and 1.20% never felt positive about their future. **Respect from others** was predominantly high, with 67.47% often and 16.87% always feeling respected, and only 2.41% never feeling respected. Areas of strength for heads of departments included leading purposeful lives, supportive social relationships, high engagement in activities, contributing to others' well-being, competence, and a positive self-image. However, areas warranting attention included future optimism, where a notable portion of respondents sometimes or rarely felt optimistic, suggesting a need for strategies to enhance their positive outlook. Additionally, while the overall respect from others was high, maintaining and further improving this respect could benefit from ongoing support and recognition initiatives.

Table 11.6: Subjective Wellbeing [Eudaimonia] for Heads of Department Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0%	3.61%	30.12%	48.19%	18.07%
My social relationships are supportive and rewarding.	0%	3.61%	36.14%	46.99%	13.25%
I am engaged and interested in my daily activities.	0%	6.02%	24.10%	44.58%	25.30%
I actively contribute to the happiness and wellbeing of others.	0%	4.82%	18.07%	55.42%	21.69%
I am competent and capable in the activities that are important to me.	0%	3.61%	12.05%	43.37%	40.96%
I am a good person and live a good life.	0%	0%	13.25%	54.22%	32.53%
I am optimistic about my future.	1.20%	14.46%	32.53%	36.14%	15.66%
People respect me.	2.41%	0%	13.25%	67.47%	16.87%

Section 3: Heads of Department Job Satisfaction

The TJSS-9 among heads of department revealed a predominantly moderate to high level of contentment (Table 12.6). Out of the respondents, 39.76% fell into the top category, indicating high job satisfaction, while 59.04% were in the middle category, reflecting moderate satisfaction. Only 1.20% were in the bottom category, signifying lower job satisfaction. These results suggest that most assistant heads of schools are moderately to highly satisfied with their jobs, with a substantial portion experiencing significant contentment in their roles. The minimal percentage in the bottom category indicates that very few are dissatisfied with their jobs, reflecting a generally positive professional environment.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	33	39.76%
Middle Category (20-32)	49	59.04%
Bottom Category (9-19)	1	1.20%
	Total=83	100%

The TJSS-9 tool among heads of department provided comprehensive insight into their job satisfaction (Table 13.6). The **quality of relations with co-workers** was overwhelmingly positive, with 61.45% noting it as good and 30.12% as excellent, while only a small fraction (2.41%) noted it as poor, and none reported it as very poor. Similarly, the **extent to which co-workers encouraged and supported them** was viewed favourably, with 51.81% rating it as good and 21.69% as excellent, though 16.87% felt neutrally about the support they received. **Overall satisfaction with co-workers** followed a similar pattern, with 60.24% expressing good satisfaction and 18.07% excellent, while 15.66% were neutral and 6.02% rated it as poor. When it came to student behaviour and discipline, the responses highlighted significant challenges. **The extent to which students acted in a self-disciplined manner** was rated neutrally by 24.10% and positively by 36.14%, but a notable 26.51% rated it as poor and 10.84% as very poor, indicating substantial room for improvement. **Satisfaction with student behaviour mirrored these sentiments**, with 37.35% rating it as good and 4.82% as excellent, but 25.30% noted it as poor and 8.46% as very poor. **Overall satisfaction with student discipline** was mixed, with 40.96% rating it as good and 3.61% as excellent, while 32.53% felt neutrally and 16.87% rated it as poor, reflecting the ongoing challenges in maintaining discipline. Parental involvement also emerged as a key area of job satisfaction. **The degree of interest shown by parents in their children's education** was rated as good by 42.17% and excellent by 2.41%, but 22.89% rated it as poor and 3.61% as very poor. **Support from parents for the school and its programmes** was similarly varied, with 40.96% noting it as good and 1.20% as excellent, while 34.94% were neutral and 20.48% rated it as poor. **Overall satisfaction with parents showed a similar distribution**, with 43.37% expressing good satisfaction and 1.20% excellent, but a notable 32.53% felt neutrally and 13.25% rated it as poor. Patterns revealed that relationships with co-workers were generally strong, with most respondents feeling supported and satisfied. However, student behaviour and discipline emerged as significant areas of concern, with substantial numbers of respondents expressing neutral or negative views, indicating a need for improved strategies. Parental involvement and support showed mixed results, with a notable portion of respondents

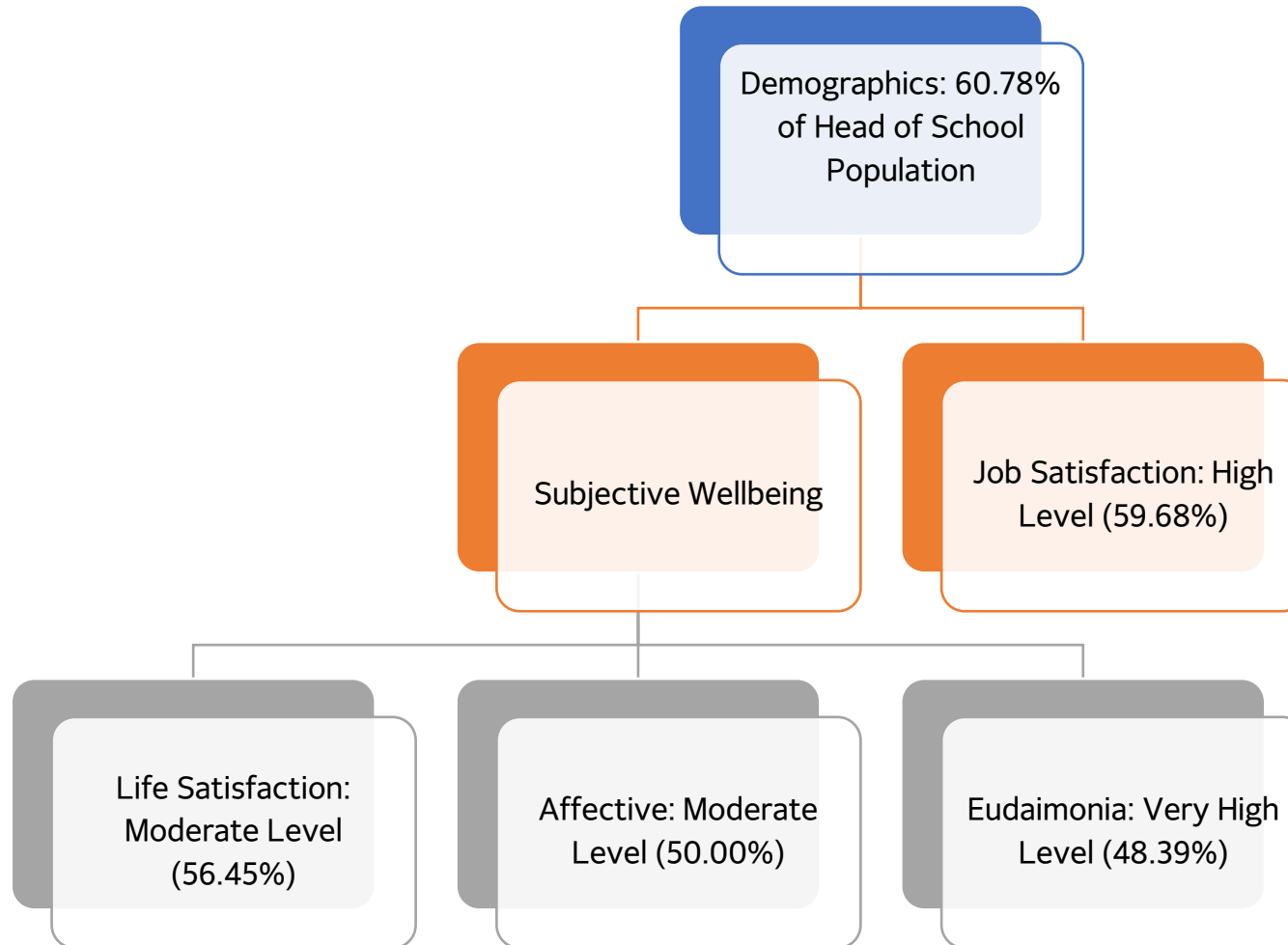
feeling neutral or dissatisfied, highlighting potential areas for targeted interventions to enhance overall job satisfaction.

Table 13.6: Heads of Department Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0%	2.41%	6.02%	61.45%	30.12%
The extent to which your co-workers encourage you and support you in your work.	1.20%	8.43%	16.87%	51.81%	21.69%
Your overall satisfaction with your co-workers.	0%	6.02%	15.66%	60.24%	18.07%
The extent to which students act in a self-disciplined manner.	10.84%	26.51%	24.10%	36.14%	2.41%
Your satisfaction with the behaviour of students in your school.	8.43%	25.30%	24.10%	37.35%	4.82%
Your overall level of satisfaction with student discipline in your school.	6.02%	16.87%	32.53%	40.96%	3.61%
The degree of interest shown by parents in education of their children.	3.61%	22.89%	28.92%	42.17%	2.41%
The extent to which parents are supportive of the school and its programmes.	2.41%	20.48%	34.94%	40.96%	1.20%
Your overall level of satisfaction with parents where you work.	2.41%	13.25%	39.76%	43.37%	1.20%

Report 7: Head of School Wellbeing Report

Salient Results Heads of School



Key Findings Head of School Population

Demographics

Whilst women are more prevalent in school leadership roles, data revealed a relatively balanced gender distribution of education officer respondents with 56.45% of identifying themselves as women and 41.94% as men. The demographic analysis of heads of school based on age shows a concentration in the mid-to-late career stages (88.71%). Many heads of schools (87.71%) have a substantial accumulation of years of experience. Most head of school respondents (66.13%) hailed from primary schools.

Subjective Wellbeing

Life Satisfaction through SWEMWBS: More than half (56.45%) of heads of schools noted to experience moderate life satisfaction with 45.16% often feeling optimistic about their future, 53.23% often feeling useful, 37.10% rarely feeling relaxed, 62.90% often dealing with problems well, 59.68% often thinking clearly, 59.68% often feeling close to people and 45.16% often making up their own mind about things.

The Affective State through SPANE: Half of heads of schools (50.00%) noted that they experience moderate affective states with 58.06% feeling positive often, 50.00% feeling negative sometimes, 61.29% feeling good often, 45.16% feeling bad sometimes, 53.23% feeling pleasant often, 40.32% feeling unpleasant sometimes, 53.23% feeling happy often, 48.39% feeling sad sometimes, 38.71% feeling afraid rarely, 50.00% feeling joyful often, 45.16% feeling angry sometimes and 51.61% feeling contented often or sometimes.

Eudemonia through SWLS: Over 90% of heads of school reported very high levels (48.39%) and high levels (41.94%) of sense of wellbeing and purpose with 61.29% often feel that they lead a purposeful and meaningful life, 51.61% often feel that their social relationships are supportive and rewarding, 43.55% often feel that they are engaged and interested in their daily activities, 48.39% often feel that they actively contribute to the happiness and wellbeing of others, 53.23% always feel that they are competent and capable in the activities that are important to them, 93.54% often and always feel that they are good persons and live good lives, 50.00% often feel optimistic about their future and 53.23% often feel that they are respected by other people.

Head of School cohort fared better in subjective wellbeing when compared to total educator averages.

Job Satisfaction

More than half of heads of schools (59.68%) feel a high level of job satisfaction, with 46.77% feeling they have an excellent quality of relations with co-workers, 59.68% feeling good co-workers encouragement and support, 59.68% feel that they have a good overall satisfaction with their co-workers, 59.68% feel that the extent to which students act in a self-disciplined manner is good, 64.52% feel a good sense of satisfaction with the behaviour or students at their school, 61.29% feel a good overall level of satisfaction with student discipline at their school, 48.39% feel that there is a

good degree of interest shown by parents, 46.77% feel that there is good support by parents towards school and 48.39% feel a good level of satisfaction with parents.

Head of School cohort fared better in job satisfaction when compared to total educator averages.

Results and Analysis

Section 1: Head of School Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of 62 head of school respondents in Malta. There was a participation rate of 60.78%, out of 102 active head of school with MEYR in scholastic year 2023-2024 participated in the survey (+/-7.83% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The demographic analysis of heads of schools (Table 2.7) based on gender reveals a slight majority of women in the respondent cohort. Out of 62 respondents, 34 (56.45%) were women, 26 (41.94%) were men, and 1 (1.61%) preferred not to disclose one's gender, while no respondents identified as non-binary. This distribution indicates that women are more prevalent in leadership roles in schools among the respondents who submitted the survey.

	<i>Count</i>	<i>Percentage</i>
Woman	35	56.45%
Man	26	41.94%
Non-Binary	0	0%
Prefer not to say	1	1.61%
	Total = 62	100%

The demographic analysis of heads of school based on age (Table 3.7) shows a concentration in the mid-to-late career stages. Out of 62 respondents, 6 (9.68%) were aged between 35-44, 32 (51.61%) were aged between 45-54, 23 (37.10% were between 55-64, and 1 (1.61%) was over 65. The data reveals a prominent pattern where most heads of schools, 51.61% fall within the 45-54 age range. Additionally, a significant portion, 37.10% age aged 55-64, suggesting a considerable number are approaching retirement. The smaller percentage of younger heads of schools, aged 35-44, at 9.68% reflects fewer individuals in early leadership stages. These patterns suggest that the leadership of schools is primarily composed of individuals with extensive professional experience, while younger and much older age groups are less represented.

	<i>Count</i>	<i>Percentage</i>
35-44	6	9.68%
45-54	23	51.61%
55-64	13	37.10%
Over 65	1	1.61%
	Total=62	100%

The demographic analysis of heads of school based on work experience in the education sector reveals a predominantly experienced group (Table 4.7). Out of 62 respondents, 3 (4.84%) have 11-20 years of experience, 33 (52.23%) have 21-30 years of experience, 22 (35.48%) have 31-40 years of experience and 4 (6.45%) have over 40 years of experience. The data indicates a clear pattern where many heads of schools have a substantial accumulation of years of experience.

	<i>Count</i>	<i>Percentage</i>
11-20 years	3	4.84%
21-30 years	33	53.23%
31-40 years	22	35.48%
Over 40 years	4	6.45%
	Total=62	100%

The works contexts of heads of school (Table 5.7) reveal a predominant focus on primary education. Out of all respondents, 41 (66.13%) work in primary schools, indicating that most school leaders who responded to the survey are engaged in early and primary education. Additionally, 4 (6.45%) work in middle schools, and 12 (19.35%) are involved in secondary education, showing a moderate representation in these contexts. Only 3 (4.84%) work in higher secondary education. Notably, 1 (1.161%) head works at the office of the head of college network, and another 1 (1.61%) is based at the education department.

	<i>Count</i>	<i>Percentage</i>
Primary School	41	66.13%
Middle School	4	6.45%
Secondary School	12	19.35%
Higher Secondary Education	3	4.84%
Office of the Head of College Network	1	1.61%
Education Department	1	1.61%
	Total =62	100%

Section 2: Heads of School Subjective Wellbeing

Heads of School Subjective Wellbeing [Life Satisfaction]

The assessment of life satisfaction among heads of schools using the SWEMWBS shows a generally positive outlook (Table 6.7). Out of the respondents 35.48% fell into the top category, indicating high life satisfaction. A majority of 56.45% were in the middle category, reflecting moderate levels of satisfaction and wellbeing. Meanwhile, 8.06% were in the bottom category signifying lower levels of life satisfaction. These results suggest that while a significant portion of heads of schools experience high wellbeing, the majority experience moderate levels of wellbeing. The smaller percentage in the bottom category indicates that a minority of heads of schools' face challenges with their life satisfaction.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	22	35.48%
Middle Category (19.5-27.0)	35	56.45%
Bottom Category (7.0-19.0)	5	8.06%
	Total=62	100%

The individual variables of the SWEMWBS (Table 7.7) reveal a nuanced picture into the life satisfaction of heads of schools. When it comes to **optimism about the future**, 45.16% of respondents noted feeling this way often, and 12.90% always, suggesting a generally positive outlook, though 11.29% rarely felt optimistic. A significant majority **felt useful**, with 53.23% often and 35.48% always, indicating a strong sense of purpose among school

heads. However, **feelings of relaxation** were more varied, with 9.68% never feeling relaxed and 37.10% rarely, while only 14.52% felt relaxed often, and 3.23% always, pointing to a potential area of stress. In terms of **problem-solving**, 62.90% felt they dealt with problems well often, and 8.06% always, reflecting strong coping skills, though 6.45% rarely felt this way. **Clarity of thought** was generally high, with 59.68% often and 17.74% always feeling they thought clearly, but 4.84% rarely experienced this clarity. **Feeling close to others** was common, with 59.68% often and 12.90% always feeling close, although 3.23% never felt this connection. The **ability to make decisions** was strong, with 45.16% often and 40.32% always able to make up their minds, yet 1.61% never felt this decisiveness. Overall, areas of strength include a strong sense of usefulness, problem-solving abilities, clear thinking, and decisiveness, with high percentages of respondents feeling positive in these aspects. However, areas of concern include feelings of relaxation and optimism, where a notable proportion of respondents rarely or never experience these states, suggesting the need for strategies to reduce stress and enhance future outlooks.

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	0%	11.29%	30.65%	45.16%	12.90%
I've been feeling useful.	0%	4.84%	6.45%	53.23%	35.48%
I've been feeling relaxed.	9.68%	37.10%	35.48%	14.52%	3.23%
I've been dealing with problems well.	0%	6.45%	22.58%	62.90%	8.06%
I've been thinking clearly.	0%	4.84%	17.74%	59.68%	17.74%
I've been feeling close to other people.	3.23%	3.23%	20.97%	59.68%	12.90%
I've been able to make up my own mind about things.	1.61%	3.23%	9.68%	45.16%	40.32%

Head of School Subjective Wellbeing [Affective]

The evaluation of affective states among heads of schools using SPANE reveals a predominantly positive emotional outlook (Table 8.7). Out of the respondents, 45.16% fell into the top category, indicating high levels of positive experiences and emotional wellbeing. A majority of 50.00% were in the middle category, reflecting moderate levels of both positive and negative experiences. Only 4.84% were in the bottom category, signifying lower levels of positive experiences and higher negative affect. These results suggest that nearly half of the heads of schools experience high emotional wellbeing, while the majority are in a balanced state with moderate affective experiences. The small

percentage in the bottom category highlights that a minority of heads of school face significant emotional challenges. Trends indicate a generally positive emotional state among school leaders, with most experiencing at least moderate levels of positive affect and a substantial portion enjoying high levels of wellbeing.

Table 8.7: Categories of Head of School Population Score for Subjective Wellbeing [Affective] through SPANE		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	28	45.16%
Middle Category (7 - -8)	31	50.00%
Bottom Category (-9 - -24)	3	4.84%
	Total= 62	100%

The SPANE tool for heads of school (Table 9.7) provided a detailed view of their affective states, highlight both positive and negative emotional experiences. Regarding positive feelings, 58.06% of respondents reported often **feeling positive**, and 9.68% always felt this way, while only 3.23% never and 3.23% rarely experienced positive emotions. Similarly, a significant number often **felt good** (61.29%) and **pleasant** (53.23%), with smaller percentages never or rarely feeling these states (1.61% and 6.45% respectively). **Happiness** and **joy** were also prevalent, with 53.23% often feeling happy and 50% often feeling joyful. Notably, 51.61% of respondents often **felt contented**, and 12.90% always felt this way, indicating a generally high level of satisfaction. Conversely, negative emotions were less frequent but still notable. While 4.84% never **felt negative** and 37.10% rarely did, 50% sometimes experienced negative emotions, with 8.06% often feeling negative. **Feeling bad** was reported sometimes but 45.16% and often by 11.29%. **Unpleasant feelings** were mostly rare or sometimes, with 17.75% never, 32.26% rarely, and 40.32% sometimes experiencing them, and only 1.61% always feeling unpleasant. **Sadness** was reported sometimes by 48.39% of respondents, and **fear**, though less frequent, still had 38.71% rarely and 32.26% sometimes feeling afraid. **Anger** was occasionally felt, with 45.16% sometimes and 16.13% often experiencing it. This data reveals strong positive emotional states among heads of schools, particularly in feeling positive, good, pleasant, happy, and contented, where the majority report frequent positive experiences. However, areas of concern include the notable occurrences of negative, bad, unpleasant, and fearful emotions, as these states are reported by a significant portion of respondents, indicating potential approaches to enhance emotional wellbeing.

Table 9.7: Subjective Wellbeing [Affective] for Head of School Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	3.23%	3.23%	25.81%	58.06%	9.68%
Negative	4.84%	37.10%	50.00%	8.06%	0%
Good	1.61%	6.45%	24.19%	61.29%	6.45%
Bad	6.45%	37.10%	45.16%	11.29%	0%
Pleasant	1.61%	6.45%	27.42%	53.23%	11.29%
Unpleasant	17.74%	32.26%	40.32%	8.06%	1.61%
Happy	4.84%	4.84%	27.42%	53.23%	9.68%
Sad	8.06%	37.10%	48.39%	4.84%	1.61%
Afraid	19.35%	38.71%	32.26%	9.68%	0%
Joyful	4.84%	6.45%	27.42%	50.00%	11.29%
Angry	6.45%	30.65%	45.16%	16.13%	1.61%
Contented	3.23%	3.23%	12.90%	51.61%	12.90%

The assessment of eudaimonia among heads of schools using the SWLS (Table 10.7) indicates a highly positive sense of wellbeing and purpose. Out of the respondents, 48.39% reported a very high level of life satisfaction, and 41.94% indicated a high level, collectively comprising over 90% of respondents. An additional 9.68% feel in the average category, reflection moderate satisfaction. Notably, there were no respondents in the low or very low levels with regards to eudaimonia. These results suggest a strong trend towards very high and high levels of eudaimonia among heads, indicating that the vast majority feel a profound sense of purpose and wellbeing in their lives. The absence of respondents in the lower categories underscore the generally positive outlook within this group. Overall, these patterns reflect a head of school cohort with an exceptionally high sense of purpose and wellbeing, with only a small fraction experiencing moderate levels of wellbeing.

Table 10.7: Categories of Heads of School Population Score for Subjective Wellbeing Eudaimonia: SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	30	48.39%
High Level (27-33)	26	41.94%
Average (20-26)	6	9.68%
Low Level (15-19)	0	0%
Very Low Level (8-14)	0	0%
	Total =62	100%

Through the SWLS tool, a picture of eudaimonia of heads of schools was presented reflection overall wellbeing and fulfillment (Table 11.7). **Leading a purposeful and meaningful life** is a strong point, with 61.29% often and 30.65% always feelings this way, indicating that a vast majority of heads of school find their lives purposeful and meaningful. **Social relationships** are generally positive, with 51.61% often and 27.42% always find them supportive and rewarding, though 3.23% rarely and 17.74% sometimes experience less satisfaction in this area. **Engagement in daily activities** is high, with 43.55% often and 38.71% always feeling engagement and interested, while only 6.45% rarely and 11.29% sometimes lack this engagement. **Contributions to the happiness and wellbeing of others** are notably strong, with 48.39% often and 41.94% always actively contributing, and only a small fraction, 3.23%, rarely doing so. **Competence and capability in important activities** are also highly rated, with 40.32% often and 53.23% always feeling competence and capable, and no respondents feeling incompetent. Similarly, **living a good life** is affirmed by 46.77% often and 46.77% always feeling they are good people living good lives, with no respondents feeling otherwise. **Optimism about the future**, while generally positive, shows some variability; 50% often and 24.19% always feel optimistic, but 3.23% never and 4.84% rarely feel this way, indicating a small but notable group with less positive future outlooks. **Respect from others** is predominantly high, with 53.23% often and 33.87% always feeling respected, though 1.61% rarely and 11.29% sometimes feel less respected. In summary, areas of strength include a strong sense of purpose, meaningful social relationships, engagement in activities, contributions to others' wellbeing, competence, and a positive self-image. However, the slight concerns regarding optimism about the future and occasional feelings of lack of respect suggest areas that could benefit from targeted support to further enhance the wellbeing of heads of schools.

Table 11.7: Categories of Head of School Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0%	0%	8.06%	61.29%	30.65%
My social relationships are supportive and rewarding.	0%	3.23%	17.74%	51.61%	27.42%
I am engaged and interested in my daily activities.	0%	6.45%	11.29%	43.55%	38.71%
I actively contribute to the happiness and wellbeing of others.	0%	3.23%	6.45%	48.39%	41.94%
I am competent and capable in the activities that are important to me.	0%	0%	6.45%	40.32%	53.23%
I am a good person and live a good life.	0%	0%	6.45%	46.77%	46.77%
I am optimistic about my future.	3.23%	4.84%	17.74%	50.00%	24.19%
People respect me.	0%	1.61%	11.29%	53.23%	33.87%

Section 3: Heads of School Job Satisfaction

The evaluation of job satisfaction among heads of schools using the TJSS-9 reveals a predominantly high level of contentment (Table 12.7). Out of the respondents, 59.68% were in the top category, indicating a high level of job satisfaction. The remaining 40.32% were in the middle category reflecting moderate satisfaction. No respondents were in the bottom category. These results suggest a strong trend towards high job satisfaction among heads of schools, with over half expressing significant contentment in their roles. The absence of respondents in the low satisfaction category highlights a generally positive professional environment within this leadership group.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (45-33)	37	59.68%
Middle Category (32-20)	25	40.32%
Bottom Category (19-9)	0	0%
	Total=62	100%

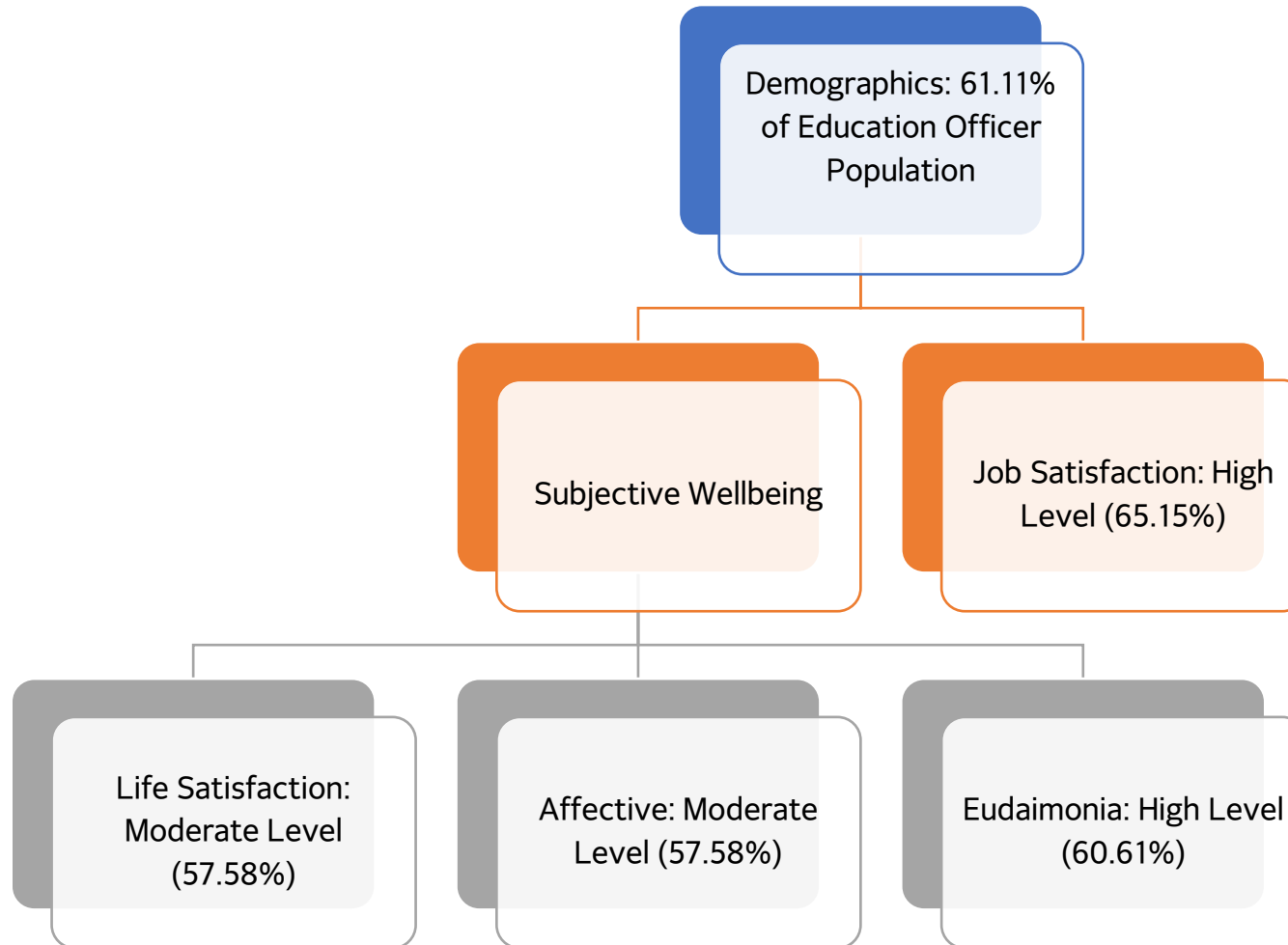
The TJSS-9 tool among heads of schools provided detailed insights into various aspects of their job satisfaction (Table 13.7). The quality of relations with co-workers is predominantly positive, with 45.16% rating it as good and 46.77% as excellent, leaving only 3.23% rating it as poor and 4.84% as neutral. Encouragement and support from co-workers are also seen positively, with 59.68% noting it as good and 24.19% as excellent, though 8.06% each rated it as poor and neutral. Overall satisfaction with co-workers follows a similar trend, with 59.68% expressing good satisfaction and 25.81% excellent, while 6.45% each felt it was poor and neutral, and 1.61% rated it very poor. In terms of student behaviour and discipline, the responses are more varied. The extent to which students act in a self-disciplined manner saw 53.23% rating it as good, with only 6.45% rating it excellent and 12.90% poor. Satisfaction with student behaviour is higher, with 64.52% rating it as good and 8.06% as excellent, though 22.58% remain neutral and 3.23% rate it as poor. Overall satisfaction with student discipline is good with some room for improvement, with 61.29% rating it good and 12.09% excellent, while 22.58% are neutral and 3.23% rate it poor. Regarding parental involvement, responses indicate a moderate level of satisfaction. The degree of interest shown by parents in their children's education is rated as good by 48.39% and excellent by 4.84% though 19.35% rate it poor and 25.81% neutral. The extent of parental support for the school and its programmes is rated as good by 46.77% and excellent by 8.06%, with 29.03% neutral and 16.13% poor. Overall satisfaction with parents shows 48.39% rating it good and 12.90% excellent, with 29.03% are neutral and 9.68% poor, reflecting a need for enhanced parental engagement and support. Relationships with co-workers are largely positive, with most heads of schools feeling good or excellent support and satisfaction. Student behaviour and discipline are generally seen as satisfactory, though many respondents rate these areas as neutral, suggesting opportunities for improvement. Parental involvement and support are identified as areas needing attention, with some respondents rating them as neutral or poor, indicating a potential focus for improving overall job satisfaction.

Table 13.7: Heads of School Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0%	3.23%	4.84%	45.16%	46.77%
The extent to which your co-workers encourage you and support you in your work.	0%	8.06%	8.06%	59.68%	24.19%
Your overall satisfaction with your co-workers.	1.61%	6.45%	6.45%	59.68%	25.81%
The extent to which students act in a self-disciplined manner.	1.61%	12.90%	25.81%	53.23%	6.45%
Your satisfaction with the behaviour of students in your school.	1.61%	3.23%	22.58%	64.52%	8.06%
Your overall level of satisfaction with student discipline in your school.	0%	3.23%	22.58%	61.29%	12.90%
The degree of interest shown by parents in education of their children.	1.61%	19.35%	25.81%	48.39%	4.84%
The extent to which parents are supportive of the school and its programmes.	0%	16.13%	29.03%	46.77%	8.06%
Your overall level of satisfaction with parents where you work.	0%	9.68%	29.03%	48.39%	12.90%

Report 8: Education Officer Wellbeing Report

Salient Results Education Officers



Key Findings Education Officer Population

Demographics

Data revealed a relatively balanced gender distribution of education officer respondents with 51.52% of identifying themselves as women and 46.97% as men. Most education officers who responded to the survey were aged between 45-54 years (54.44%) and have been working in the field of education between 21 to 30 years (48.47%). Many education officers who participated in the survey (81.82%) work at an education department entity within MEYR.

Subjective Wellbeing

Life Satisfaction through SWEMWBS: More than half (57.58%) of education officers noted to experience moderate life satisfaction with 46.88% sometimes feeling optimistic about their future, 34.94% often feeling useful, 39.39% sometimes feeling relaxed, 60.61% often dealing with problems well, 56.25% often thinking clearly, 42.19% often feeling close to people and 54.69% often making up their own mind about things.

The Affective State through SPANE: More than half (57.58%) of education officers noted that they experience moderate affective states with 48.44% feeling positive often, 64.06% feeling negative sometimes, 54.69% feeling good often, 51.56% feeling bad sometimes, 46.88% feeling pleasant often, 50.00% feeling unpleasant sometimes, 51.56% feeling happy often, 53.13% feeling sad sometimes, 40.63% feeling afraid rarely, 48.44% feeling joyful often, 46.88% feeling angry sometimes and 84.38% feeling contented often or sometimes.

Eudaimonia through SWLS: Over 90% of education officers reported very high levels (31.82%) and high levels (60.61%) of sense of wellbeing and purpose with 60.61% often feel that they lead a purposeful and meaningful life, 56.25% often feel that their social relationships are supportive and rewarding, 67.19% often feel that they are engaged and interested in their daily activities, 50.00% often feel that they actively contribute to the happiness and wellbeing of others, 57.81% often feel that they are competent and capable in the activities that are important to them, 57.81% often feel that they are good persons and live good lives, 50.00% often feel optimistic about their future and 60.94% often feel that they are respected by other people.

Education Officer cohort fared better in subjective wellbeing when compared to total educator averages.

Job Satisfaction

Less than two thirds of education officers (65.15%) feel a high level of job satisfaction with 70.31% feeling a good overall work experience, 35.94% feeling a good appreciation and recognition of their work, 45.31% having good communication with their line manager, 34.85% having good access to tool and resources to perform their job effectively, 43.75% have good opportunities to provide feedback to their line manager, 65.62% having a neutral or good opportunity for professional growth and 39.39% having a good work-life balance.

Results and Analysis

Section 1: Education Officer Demographics

This report gauges into the Subjective Wellbeing and Job Satisfaction of **66** Education Officer respondents in Malta. There was a participation rate of 61.11%, that is 66 out of 108 active education officers within MEYR in scholastic year 2023-2024 participated in the survey (+/-7.56% margin of error, 95% confidence level and 50% distribution rate) (See [Report 1 Table 1](#)). The demographic analysis of education officers based on gender (Table 2.8) reveals a slight majority of women in the respondent cohort. Out of 66 respondents, 34 (51.52%) were women, 31 (46.97%) were men and 1 (1.52%) preferred not to disclose one's gender, while no respondents identified as non-binary. This data indicates a relatively based gender representation among education officers with women constituting a slightly higher proportion.

	<i>Count</i>	<i>Percentage</i>
Woman	34	51.52%
Man	31	46.97%
Non-Binary	0	0%
Prefer not to say	1	1.52%
	Total = 66	100%

The demographic analysis of education officers based on age (Table 3.8) shows a diverse distribution with a concentration in the mid-to-late career stages. Out of 66 respondents, 3 (4.55%) were aged between 25-34 years, 13 (19.70%) were aged between 35-44 years, 36 (54.55%) were aged between 45-54 years, and 14 (21.21%) were aged between 55-64 years. The data reveals a significant pattern where most education officers (54.55%), fall within the 45-54 age range whilst a noticeable representation of education officers is aged 55-64, comprising 21.21% of the respondents, which suggests a considerable portion nearing retirement age.

	<i>Count</i>	<i>Percentage</i>
25-34	3	4.55%
35-44	13	19.70%
45-54	36	54.55%
55-64	14	21.21%
	Total=66	100%

The demographic analysis of education officers based on their years of work experience within the education sector (Table 4.8) indicates a workforce with substantial tenure. Out of 66 respondents, 7 (10.61%) have been in the sector between 0 to 10 years, 14 (21.21%) for 11-20 years, 32 (48.48%) for 21-30 years, 12 (18.18%) for 31-40 years, and 1 (1.52%) for over 40 years. The data reveals a clear trend towards long-term engagement in the education sector, with nearly half of the respondents (48.48%) having 21-30 years of experience. This suggests a stable and experienced workforce within the role of education officer.

	<i>Count</i>	<i>Percentage</i>
0-10 years	7	10.61%
11-20 years	14	21.21%
21-30 years	32	48.48%
31-40 years	12	18.18%
Over 40 years	1	1.52%
	Total=66	100%

The demographic analysis of education officers based on their context of work shows a significant majority working within the education department (Table 5.8). Out of 66 respondents, 12 (18.18%) work at the Officer of the HoCN, while 54 (81.82%) work at entities within the education department. This distribution indicates that the education department is the primary work context for more education officers.

	<i>Count</i>	<i>Percentage</i>
HoCN Office	12	18.18%
Education Department	54	81.82%
	Total =66	100%

Section 2: Education Officer Subjective Wellbeing

Education Officer Subjective Wellbeing [Life Satisfaction]

The assessment of education officer respondents' life satisfaction using the SWEMWBS reveals varied levels of wellbeing across three different categories (Table 6.8). Out of the respondents, 34.85% fell into the top category, indicating high life satisfaction and wellbeing. A majority of 57.58% were in the middle category, reflecting moderate levels of

life satisfaction and wellbeing, while 7.58% were in the bottom category, signifying lower levels of life satisfaction. The data suggests that while a substantial portion of education officers experience high or moderate wellbeing, a notable minority face challenges in this area. The predominance of respondents in the middle category highlights a general sense of moderate life satisfaction among many respondents. However, the presence of nearly 8% in the bottom category points to the need for targeted interventions to support those struggling with lower wellbeing. Overall, these patterns indicate a relatively positive but diverse spectrum of life satisfaction among education officers.

Table 6.8: Categories of Education Officer Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	23	34.85%
Middle Category (19.5-27.0)	38	57.58%
Bottom Category (7.0-19.0)	5	7.58%
	Total=66	100%

The variables within SWEMWBS on life satisfaction for education officer respondents reveal notable trends in their wellbeing (Table 7.8). In terms of **optimism about the future**, a small fraction of respondents (3.13%) never feel optimistic, while the majority waver between sometimes (46.88%) and often (26.56%), with only 10.94% feeling always optimistic. This suggests that while a significant number of respondents experience some level of optimism, there is still a considerable portion that rarely or never feels optimistic, indicating a potential area of enhancement. **Feeling useful** shows a positive trend, with a combined 59.38% often or always feeling useful, suggesting this is an area of relative strength. However, a substantial 39.06% only sometimes, rarely, or never feel useful, indicating room for enrichment. **Relaxation** levels are notably lower, with 36.36% rarely and 10.61% never feeling relaxed, and only 3.03% always feeling relaxed. This highlights a significant area of concern, as a combined 83.36% of respondents do not consistently experience relaxation. Conversely, **dealing with problems** is a strong area, with 60.61% often and 6.06% always feeling capable, and no respondents feeling completely unable. Similarly, clear thinking is generally positive, with 56.25% often and 17.19% always thinking clearly, and no respondents noting never or rarely. **Feeling close to others** and **making up one's mind** also exhibit strong responses. For closeness, 42.19% often and 20.31% always feel connected, with no respondents never feeling close. Decision-making is another positive area, with 54.69% often and 23.44% always able to decide independently, and no one feeling completely unable. Despite these strengths, the areas of optimism, feeling useful, and especially relaxation warrant further attention to enhance overall life satisfaction.

Table 7.8: Subjective Wellbeing [Life Satisfaction] for Education Officer Population Variables through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	3.13%	12.50%	46.88%	26.56%	10.94%
I've been feeling useful.	1.56%	7.81%	31.25%	35.94%	23.44%
I've been feeling relaxed.	10.61%	36.36%	39.39%	10.61%	3.03%
I've been dealing with problems well.	0%	1.52%	31.82%	60.61%	6.06%
I've been thinking clearly.	0%	0%	26.56%	56.25%	17.19%
I've been feeling close to other people.	0%	7.81%	29.69%	42.19%	20.31%
I've been able to make up my own mind about things.	0%	3.13%	18.75%	54.69%	23.44%

Education Officer Subjective Wellbeing [Affective]

The evaluation of education officer respondents' life satisfaction using the SPANE reveals a predominantly positive outlook among the majority (Table 8.8). Out of the respondents, 39.39% fell into the top category, indicating high levels of positive experiences. A majority of 57.58% were in the middle category, reflecting moderate levels of satisfaction, while only 3.03% were in the bottom category, signifying lower levels of positive experiences. These results suggest a generally high sense of wellbeing among education officers, with a substantial portion experiencing significant positive experiences. The predominance of respondents in the middle category indicates that while many officers have a moderate level of satisfaction, there is still room for improvement. The minimal percentage in the bottom category highlights a relatively small group facing challenges with affective. Overall, these trends reflect a generally positive outlook among the respondents, with a notable emphasis on wellbeing.

Table 8.8: Categories of Education Officer Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	38	39.39%
Middle Category (7 - -8)	26	57.58%
Bottom Category (-9 - -24)	2	3.03%
	Total=66	100%

The variables with SPANE on affective states for education officer respondents present a diverse emotional landscape (Table 9.8). When asked about feeling **positive**, 48.44% noted often, with only 1.56% never feeling positive, indicating a generally favourable emotional

state among the most of respondents. However, feeling **negative** is also prevalent, with 64.06% noting sometimes and 10.94% often, which suggests that negative emotions are commonly experienced but less intensely. The feelings of **good** and **pleasant** are prominently reported, with 54.69% and 46.88% often experiencing these states, respectively, while only small percentages noted never feeling these emotions. The variable of feeling **bad** shows that 51.56% sometimes feel bad, although a larger 32.81% rarely do, indicating occasional but dominant negative feelings. Similarly, feeling **unpleasant** is most reported sometimes by 50% of respondents, and only 12.50% often, suggesting these feelings are present but not overwhelming. **Happiness** appears to be a frequent experience, with 51.56% often feeling happy, yet 37.60% only sometimes. Highlighting a mixed emotional experience. The feeling of **sadness** has a moderate presence, with 53.13% sometimes and 12.50% often feeling sad, but a notable 10.94% never feeling sad, which is positive. **Fear** is not a major issue, with 65.63% rarely or never feeling afraid, suggesting low levels of anxiety. **Joyfulness** is commonly noted, with 48.44% often feeling joyful, indicating a predominantly positive affective state. Conversely, **anger** is occasionally experienced, with 46.88% sometimes and 21.88% often feeling angry, suggesting a need for emotional intelligence training for education officers. Lastly, **contentment** is evenly split, with 42.19% sometimes and 42.19% often feeling contented, indicating a generally balanced emotional state.

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	1.56%	7.81%	34.38%	48.44%	7.81%
Negative	3.13%	18.75%	64.06%	10.94%	3.13%
Good	1.56%	0%	37.50%	54.69%	6.25%
Bad	7.81%	32.81%	51.56%	6.25%	1.56%
Pleasant	0%	9.38%	39.06%	46.88%	4.69%
Unpleasant	9.38%	28.13%	50.00%	12.50%	0%
Happy	1.56%	7.81%	37.60%	51.56%	1.56%
Sad	10.94%	23.44%	53.13%	12.50%	0%
Afraid	25.00%	40.63%	28.13%	6.25%	0%
Joyful	4.69%	10.94%	34.38%	48.44%	1.56%
Angry	3.13%	28.13%	46.88%	21.88%	0%
Contented	3.13%	12.50%	42.19%	42.19%	0%

Education Officer Subjective Wellbeing [Eudaimonia]

The assessment of education officer respondents' eudaimonia (Table 10.8), or sense of wellbeing and purpose, using the SWLS shows a predominantly positive distribution. Out of the respondents, 31.82% reported a very high level of life satisfaction, and 60.61% indicated a high level, together comprising over 90% of the respondents. An additional 6.06% fell into the average category, reflecting moderate satisfaction, while 1.52% reported a low level of life satisfaction. Notably, none of the respondents were in the very low-level category. These findings suggest a strong trend towards high and very high levels of eudaimonia among education officers, suggesting that the vast majority feel a strong sense of purpose and wellbeing in their roles. The minimal percentage in the low-level category indicates that only a small fraction of education officers experience less satisfaction, and the absence of respondents in the very low category underscored the generally positive outlook within this group. This pattern highlights that the respondents in this category have a substantial sense of wellbeing and fulfillment in their professional lives.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	21	31.82%
High Level (27-33)	40	60.61%
Average (20-26)	4	6.06%
Low Level (15-19)	1	1.52%
Very Low Level (8-14)	0	0%
	Total =66	100%

The variables within the SWLS on eudaimonia for education officer respondents show a generally positive outlook on a sense of wellbeing and fulfillment (Table 11.8). Respondents generally feel that they **lead purposeful and meaningful lives**, with 60.61% often and 16.67% always feeling this way. Additionally, most find their **social relationships supportive and rewarding** as often (67.19%) or always (17.19%). Notably, 57.81% often and 35.94% always **feel competent and capable in the activities they engage in**, reflecting strong self-efficacy. Furthermore, 57.81% often and 28.13% always consider **themselves to be good people living good lives**, and 60.94% often and 23.44% always **feel respected by others**. Whilst half (50.00%) feel **optimistic about the future** more than a third (32.81%) only sometimes feel that manner, with an additionally 7.82% rarely or never feeling optimistic suggestion a need to address the matter. Additionally, while a large proportion feel that **actively contribute to others' happiness and wellbeing**

(67.19% often, 17.19% always), there remains a small group (7.81% sometimes, 7.77% rarely or never) who do not feel as engaged on this aspect. Addressing these areas can help enhance the overall wellbeing and sense of purpose of education officers.

Table 11.8: Subjective Wellbeing [Eudaimonia] for Education Officer Population Variables through SWLS					
Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	1.52%	0%	21.21%	60.61%	16.67%
My social relationships are supportive and rewarding.	1.56%	7.81%	14.06%	56.25%	20.31%
I am engaged and interested in my daily activities.	1.56%	6.25%	7.81%	67.19%	17.19%
I actively contribute to the happiness and wellbeing of others.	1.52%	1.52%	13.64%	50.00%	33.33%
I am competent and capable in the activities that are important to me.	0%	0%	6.25%	57.81%	35.94%
I am a good person and live a good life.	0%	0%	14.06%	57.81%	28.13%
I am optimistic about my future.	4.69%	3.13%	32.81%	50.00%	9.38%
People respect me.	0%	0%	15.63%	60.94%	23.44%

Section 3: Education Officer Job Satisfaction

The analysis of job satisfaction among education officer respondents reveals a predominantly positive statement (Table 12.8). Out of all the respondents, 65.15% fell into the top category, indicating a high level of job satisfaction. Meanwhile, 25.76% were in the middle category, reflecting moderate satisfaction, and 9.09% were in the bottom category, signifying lower job satisfaction. Overall, these patterns point to a cohort of educators that are largely satisfied with their professional environment, with a notable emphasis on high levels of job satisfaction.

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (22-35)	43	65.15%
Middle Category (15-21)	17	25.76%
Bottom Category (7-14)	6	9.09%
	Total= 66	100%

The variables of job satisfaction for education officer respondents indicate several strong areas and a few that require attention (Table 13.8). Respondents generally rated their **overall work** positively, with 70.31% noting it as good and 12.50% as excellent. **Communication with line managers** also fared well with 45.31% rating is as good and 26.56% as excellent. However, areas warranting attention include **access to tools and resources**, where 28.79% rated it very poor or poor, **recognition and appreciation of work**, with 23.44% noting it as neutral, 18.75% as poor and 6.25% as poor, and **opportunities for professional growth**, with a combined 32.81% noting very poor or poor and only 1.56% rating is as excellent. Particularly, **professional growth opportunities** stands out as a major area needing attention, with only 1.56% rating it as excellent and a combined 32.81% rating it as poor or very poor. Additionally, **work-life balance** is compromised, with 30.30% rating it as poor or very poor.

Statement	Very Poor	Poor	Neutral	Good	Excellent
Your overall work.	0%	6.25%	10.94%	70.31%	12.50%
Having your work recognized and appreciated.	6.25%	18.75%	23.44%	35.94%	15.63%
Communication with your line manager.	4.69%	6.25%	17.19%	45.31%	26.56%
Access to tools and resources to perform your job effectively.	6.06%	22.73%	25.76%	34.85%	10.61%
Opportunities to provide feedback to your line manager.	6.25%	10.94%	17.19%	43.75%	21.88%
Opportunities for professional growth.	14.06%	18.75%	32.81%	32.81%	1.56%
Work-life balance.	6.06%	24.24%	27.27%	39.39%	3.03%

Conclusions, Strengths and Limitations

National Education Strategy 2024-2030 Initiative: An annual **Educators' Wellbeing Survey** is professionally designed, distributed and analysed, giving the Ministry visibility of changing trends in **job satisfaction** within the sector educators' suggestions on which changes they would like to see (MEYR, 2023).

Contexts of Educator
Subjective Wellbeing and
Job Satisfaction in Malta
(SWEMBS, SPANE, SWLS
& TJSS-9)

Subjective Wellbeing:
Moderate Levels of Life
Satisfaction and
Affective States and
High to Very High Levels
of **Eudaimonia**

Job Satisfaction:
Moderate Levels

Recommendations:

[1] Annual Educator Wellbeing and Job Satisfaction survey to be administered in January and there is the inclusion of other professionals working with children and young people in the coming wellbeing and job satisfaction surveys.

[2] The implementation of Actions in the National Education Strategy 2024-2030 (MEYR 2023) in the Pillar of Educator Wellbeing through **Engagement, Support and Training**.

Conclusions

This report considered Bronfenbrenner's Systems Theory as the main theoretical framework for understanding the various environmental facts that influence an individual's development and wellbeing, in the case of this report that of educators^{100, 101, 102}. Based on the individual Reports (See [Reports Outline](#)), the following are key conclusions of this study:

Most educators across roles experience moderate levels of life satisfaction and affective states. A significant portion (over 80% for most roles) report high or very high levels of eudaimonia or sense of purpose and meaning. Heads of schools stand out with the highest levels of overall subjective wellbeing across all three aspects. Most educators across roles report moderate levels of job satisfaction. Heads of Schools, KGEs, and Assistant Heads of Schools tend to have higher job satisfaction compared to other roles. Teachers and education officers tend to have slightly lower job satisfaction levels. From the individual variables of the SWEMWBS, the variable 'I've been feeling relaxed' presented a significant challenge across all educator roles, with a substantial portion rarely or never feeling relaxed, pointing to high stress levels. From the SPANE, 'Feeling Unpleasant' was a common experience across roles, with many educators sometimes or often experiencing this negative emotion. From the SWLS, 'I am optimistic about my future', the results indicated a mixed outlook on future optimism, with a notable portion of educators across roles sometimes or rarely feeling optimistic about their future, suggesting the need to support in that area. The individual variable 'The extent to which students act in a self-disciplined manner', in the TJSS-9, also highlighted significant challenges with many educators rating it as poor or neutral, indicating a need for enhanced strategies in this area.

LSEs feel useful, clear-headed and decisive. They feel that they have supportive social relationships and active engagement in activities, and they can contribute to others' wellbeing. They have positive relationships with co-workers. With regards to areas where wellbeing and job satisfaction needs to be future supported, LSEs need to engage in

¹⁰⁰Berger. E., Reupert. A., Campbell. T., Morris. Z., Hammer. M., Diamond. Z., Hine. R., Patrick. P. & Fathers. C. (2022). A Systematic Review of Evidence-Based Wellbeing Initiatives for Schoolteachers and Early Childhood Educators. *Educational Psychology Review*, 34, 2919-2969, doi: 10.1007/s10648-022-09690-5

¹⁰¹Hine. R., Patrick. P., Berger. E., Diamond. Z., Hammer. M., Morris. Z. A., Fathers. C. & Reupert. A. (2022). From struggling to flourishing and thriving: Optimizing educator wellbeing within the Australian education context. *Teacher and Teacher Education*, 115, doi: 10.1016/j.tate.2022.103727

¹⁰²Hofstadler. N., Babic. S., Lammerer. A., Mercer. S. & Oberdorfer. P. (2021). The ecology of CLIL teachers in Austria – an ecological perspective on CLIL teachers' wellbeing, *Innovation in Language Learning and Teaching*, 15 (3), 218-232. Doi: 10.1080/17501229.2020.1739050

relaxation techniques (39.55% rarely feel relaxed), they also need to be more positive about the future (17.85% rarely & 2.64% never feel optimistic) and they need to feel more respected by others (3.45% rarely, 0.81% never feel respected). LSEs tend to also feel challenged by student discipline and behaviour and have mixed views on parental involvement and support.

KGEs feel high levels of eudaimonia (82.46% reporting very high or high levels). They frequently experience positive emotions like feeling good, happy, pleasant, joyful and content and experience high job satisfaction, with 52.63% in the top category. Positive relationships with co-workers were also noted. KGEs feel engaged and interested in daily activities and feel competent, capable, and contributing to the wellbeing of others. Areas warranting attention in the KGE cohort are the challenges with relaxation and optimism about the future, the mixed views on student behaviour and discipline and the feeling that there should be enhanced parental involvement and support by parents to the education of their children.

Teachers feel a sense of usefulness, clear thinking, closeness to others, and strong decision-making abilities. They feel that they have positive relationships and satisfaction with co-workers. However, teachers experience moderate life satisfaction, with 55.60% in the middle category. They also experience challenges with relaxation and consistent challenges on optimism about the future. They experience significant negative emotions like feeling bad, unpleasant, sad, afraid, and angry. Teachers have concerns about students' behaviour and discipline, and they feel there should be enhanced parental involvement and support. Teachers have lower job satisfaction compared to overall educator population.

Assistant Heads of School feel a strong sense of usefulness, clear thinking, decision-making abilities, and feeling close to others. They have high emotional wellbeing, frequently experiencing positive emotions like feeling good, happy, pleasant, joyful and contented. This cohort of educators feel that they lead purposeful lives, supportive social relationships, high engagement in activities, competence, a positive self-worth and that they contribute to the wellbeing of others. Relaxation and future optimism are areas where there is the need for attention from assistant heads of school. There are notable occurrences of negative emotions like feeling bad, unpleasant, sad, afraid and angry. Student behaviour and discipline were seen as areas of concern and parental involvement and support showed mixed results, with many assistant heads of school feeling neutral or dissatisfied.

Heads of Department feel that they lead purposeful and meaningful lives, have supportive social relationships, high engagement in daily activities, feel respected by others,

competent and have a positive self-worth and they are capable in contributing to the wellbeing of others. For areas warranting attention, heads of department rarely feel relaxed, rarely or never feel optimistic about the future and feel that respect from others needs to be enhanced.

Heads of Schools feel that they have a strong sense of purpose and lead meaningful lives. They have positive social relationships and engagement in activities, and they contribute to the wellbeing of others. They experience high competence and positive self-worth. They frequently experience positive emotions like feeling good, pleasant, happy, joyful and contented. However, heads of schools experience a challenge with regards to optimism about the future, with some rarely feeling optimistic. They occasionally feel a lack of respect from others. Also, parental involvement and support are identified by heads of school are areas warranting attention.

Education Officers feel that they lead purposeful and meaningful lives. They have supportive social relationships and high engagement in daily activities. They also contribute to the wellbeing of others. Education Officers feel that they are competent and have a positive self-worth. They frequently experience positive emotions. With regards to optimism about the future, there are some education officers who rarely or never feel positive in this regard. Negative emotions like anger are occasionally experienced by these cohort of educators. Also, education officers feel their opportunities for professional growth are poor and work-life balance is compromised for some.

Strengths and Limitations of the Survey

The study's strengths are notably reflected in the evidence-based tools employed, including the SWEMWBS, SPANE, SWLS and TJSS-9^{103, 104, 105, 106, 107}. These validated instruments ensure the reliability and accuracy of the findings related to educators' wellbeing and job satisfaction. Additionally, the survey's design as a short, four-minute questionnaire minimised the time burden on participants, likely enhancing response rates and the overall quality of the data collected. Furthermore, the survey invitation was

¹⁰³Rogers. K. D., Dodds. C., Campbell. M. & Young. A. (2018). The validation of the Short Warwick-Edinburgh Wellbeing Scale (SWEMWBS) with deaf British sign language users in the UK. *Health and Quality of Life Outcomes*, 16, 145.

¹⁰⁴Tennant. R., Hiller. L., Fishwick. R., Platt. S., Joseph. S., Weich. S., Parkinson. J., Secker. J. & Stewart-Brown. S. (2007). The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5:63. Doi: 10.1186/1477-7525-5-63

¹⁰⁵Li. F., Bai. X. & Wang. Y. F. (2013). The Scale of Positive and Negative Experience (SPANE): psychometric properties and normative data in a large Chinese sample. *PLoS one*, 8(4)

¹⁰⁶Townshead. K. (2023). Satisfaction with Life Scale (SWLS). *Handbook of Assessment in Mindfulness Research*, 1-19.

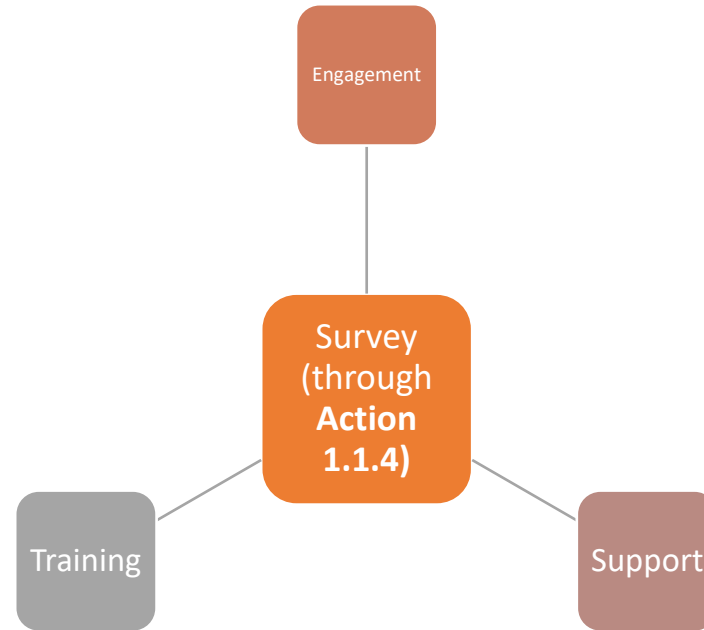
¹⁰⁷Pepe. A., Addimando. L. & Veronese. G. (2017). Measuring Teacher Job Satisfaction: Assessing Invariance in the Teacher Job Satisfaction (TJSS) Across Six Countries. *European Journal of Psychology*, 13(3), 396-416. Doi: 10.5964/ejop.v13i3.1389

personalized, sent through an [invitation](#) to participate which may have increased engagement and participation among educators.

Another significant strength was the development of an [email](#) for educators seeking further support. This contact information was provided upon survey submission, offering educators the option to reach out to People Management for additional assistance. This email continues to serve as a valuable resource for educators in need of further support, demonstrating a commitment to ongoing wellbeing and assistance.

The survey was distributed to all educational grades; however, it was not extended to practitioners supporting children and young people, such as counsellors and social workers. Although the survey distribution through an invitation was positive, it was sent on a Friday and relied on the HoCN and Heads of School to forward the email to educators within their remit. Consequently, not all education grades received the survey until the second reminder was sent to all iLearn email addresses. Additionally, the data collection period, scheduled between 3 and 24 May 2024, coincided with the third term of the academic year, which may have influenced the response rate of the data collection.

Recommendations



Engagement
<ul style="list-style-type: none"> •Continuing the Engagement Programme Information Sessions in Schools (Action 1.1.1, through deliverables in Action 1.1.5)

Support
<ul style="list-style-type: none"> •Seeking Support through Engagement Programme (through deliverables in Action 1.1.3, through deliverables in Action 1.1.5) •Generic Email (through deliverables in Action 1.1.3, through deliverables in Action 1.1.5)

Training
<ul style="list-style-type: none"> •Training for Educator Wellbeing (through Action 1.1.2, through deliverables in Action 1.1.5, Action 1.1.8) and extension of Action 1.1.8 to all education grades. •Training for Educator to support Student Wellbeing (Action 1.1.11, Action 1.9.4, Action 1.9.3)

Recommendations

In line with research of educator wellbeing¹⁰⁸, that suggest self-care and positive psychology initiatives such as mindfulness-based initiatives, training for educators such as training on MHL and SEL and support for educators who experience compromised wellbeing, this report makes the following recommendations to further enhance educator wellbeing of educators in schools in Malta and further their support and training to support children and young people.

In line with action ‘*A professionally designed annual educators; wellbeing survey that gives the ministry visibility of changing trends in job satisfaction within the sector and educators’ suggestions on which changes they would like to see*’ in the National Education Strategy for Malta 2024-2030¹⁰⁹ and in parallel to the annual study done in the UK, by Education Support on Teacher Wellbeing^{110, 111, 112, 113, 114, 115, 116}, it is recommended that the Educator Wellbeing and Job Satisfaction Survey and subsequent report should be done annually in Malta. Also, it is suggested that future Educator Wellbeing and Job Satisfaction Surveys will be done at mid-point of the scholastic year, that is in January, and are sent at the start of the week to all educators and practitioners, through the ilearn email.

With regards to the continued support for educator wellbeing and in line with the National Education Strategy for Malta 2024-2030¹¹⁷, this report suggests the following course of action:

[1] Continued outreach in schools as established in the Engagement Programme in *Action 1.1.1 An Engagement Programme that bridges the existing gap between educators in schools and senior management at the Ministry is designed, implemented, and regularly evaluated for further improvement*¹¹⁸.

[2] Through the Engagement Programme and the generic email, continued support to educators who seek support. In line with this *Action 1.1.8 The re-introduction of the*

¹⁰⁸ Berger. E., Reupert. A., Campbell. T., Morris. Z., Hammer. M., Diamond. Z., Hine. R., Patrick. P. & Fathers. C. (2022). A Systematic Review of Evidence-Based Wellbeing Initiatives for Schoolteachers and Early Childhood Educators. *Educational Psychology Review*, 34, 2919-2969, doi: 10.1007/s10648-022-09690-5

¹⁰⁹ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *Visioning the Future by Transforming Education: National Education Strategy 2024-2030*. Malta: MEYR

¹¹⁰ Education Support. (2017). *Health Survey 2017: The mental health and wellbeing of education professionals in the UK*. Accessed from <https://www.educationsupport.org.uk>

¹¹¹ Education Support. (2018). *Teacher Wellbeing Index 2018*. Accessed from <https://www.educationsupport.org.uk>

¹¹² Education Support. (2019). *Teacher Wellbeing Index 2019*. Accessed from <https://www.educationsupport.org.uk>

¹¹³ Education Support. (2020). *Teacher Wellbeing Index 2020*. Accessed from <https://www.educationsupport.org.uk>

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¹¹⁷ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *Visioning the Future by Transforming Education: National Education Strategy 2024-2030*. Malta: MEYR

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*Bennesseri Programme (Wellbeing for School Leaders) for School Leadership Team*¹¹⁹, which will give strategies to education leaders to support and guide educators when they seek support. Also, this report recommends that the *Bennesseri Programme* is extended to all education grades.

[3] The development of training programmes that are workshop based and seek to support educators:

[a] Training Programmes for Educators that enhance their self-care and wellbeing especially considering that a challenge presented in this research was the lack of relaxation experienced by educators.

[b] Training Programmes for Educators that support them and guides them in supporting the mental health and wellbeing of children and young people in line with Action 1.1.11 *Through an integrated approach, the training of educators in dealing with children who faced trauma* especially when considering that the variables on job satisfaction concerning children and young people's behaviour resulted in mixed views.

¹¹⁹ Ministry for Education, Sports, Youth, Research, and Innovation. (2023). *Visioning the Future by Transforming Education: National Education Strategy 2024-2030*. Malta: MEYR

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Appendices

Appendix 1: Educator Wellbeing Survey

Dear Colleague,

Welcome to the Educator Wellbeing Survey!

In relation to the Job Satisfaction Survey of January 2023, and in relation to the National Education Strategy for Malta 2024 – 2030 Pillar 1 – Educator Wellbeing, this 4-minute survey with 3 sections aims to assess the subjective wellbeing and job satisfaction of educators.

Your responses will help us gain deeper insights into wellbeing, motivation, flourishing of educators. By participating in this survey, you contribute to a collective effort to foster a healthier and more fulfilling educational environment for yourself and your students.

Regards,
People Management

Thank you for participating in this survey. Your responses will provide valuable insights into the wellbeing of educators and help us improve the enhance systems in place. Should you need further support kindly contact us on educator.wellbeing.meyr@gov.mt

Section 1: Demographics

13. Gender:

Woman	Man	Non-Binary	Prefer not to say
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2. Age:

18-24	25-34	35-44	45-54	55-64	Over 65
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3. Years working within the Education Sector:

0-10 years	11-20 years	21-30 years	31-40 years	Over 40 years
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4. In which educational context do you work?

Primary School	Middle School	Secondary School	Higher Secondary Education	Office of the HoCN	Education Department
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5. What is your current role?

Learning Support Educator	Kindergarten Educator	Teacher	Assistant Head of School	Head of Department	Head of School	Education Officer
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Section 2a: Educator Job Satisfaction

6. Below are 9 statements **about job satisfaction**. Using the 1-5 response scale below, rate each of the following statement:

Statements	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.					
The extent to which your co-workers encourage you and support you in your work.					
Your overall satisfaction with your co-workers					
The extent to which students act in a self-disciplined manner.					
Your satisfaction with the behaviour of students in your school.					
Your overall level of satisfaction with student discipline in your school.					
The degree of interest shown by parents in education of their children.					
The extent to which parents are supportive of the school and its programmes.					
Your overall level of satisfaction with parents where you work.					

Section 2b: Educator Job Satisfaction

6. Below are 7 statements **about job satisfaction**. Using the 1-5 response scale below, rate each of the following statement:

Statements	Very Poor	Poor	Neutral	Good	Excellent
Your overall work					
Having your work recognized and appreciated					
Communication with your line manager					
Access to tools and resources to perform your job effectively					
Opportunities to provide feedback to your line manager					
Opportunities for professional growth					
Work-life balance					

Section 3: Educator Subjective Wellbeing

8. Below are some statements about feelings and thoughts **about your personal life**.

Please tick the box that best describes your experiences of each over the last 2 weeks:

Statements	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.					
I've been feeling useful.					
I've been feeling relaxed.					
I've been dealing with problems well.					
I've been thinking clearly.					
I've been feeling close to other people.					
I've been able to make up my own mind about things.					

9. Please think about what you have been doing and experiencing during the past **four weeks in your personal life**. Then report how much you experienced each of the following feelings, using the scale below:

	Never	Rarely	Sometimes	Often	Always
Positive					
Negative					
Good					
Bad					
Pleasant					
Unpleasant					
Happy					
Sad					
Afraid					
Joyful					
Angry					
Contented					

10. Below are 8 statements **about your life** with which you may agree or disagree. Using the 1-5 response scale below, indicate your agreement with each item by indicating that report for each statement:

Statements	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.					
My social relationships are supportive and rewarding.					
I am engaged and interested in my daily activities.					
I actively contribute to the happiness and wellbeing of others.					
I am competent and capable in the activities that are important to me.					
I am a good person and live a good life.					
I am optimistic about my future.					
People respect me.					

Appendix 2: Email Invitation sent to Educators

Your Views Matter: Invitation to participate in the Educator Wellbeing Survey

Dear Colleagues,

In relation to the Job Satisfaction Survey of January 2023, and in line with the National Education Strategy for Malta 2024-2030 Pillar 1 - Educator Wellbeing, your insights are invaluable to us!

That is why we wish to invite you to participate in the Educator Wellbeing Survey.

Kindly access the survey through the below link or QR code by **24th May 2024**:

<https://forms.office.com/e/Wbx7dA4hrd?origin=lprLink>



We, thank you for your sterling contribution.

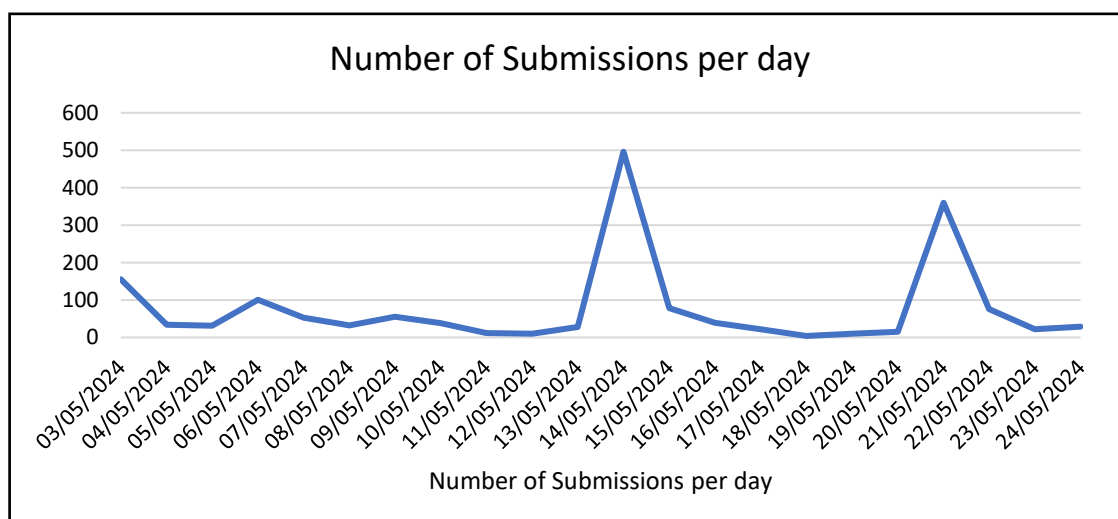


Appendix 3: Information of Data Collection

The first invite was sent on **3rd May 2024**, first reminder was sent on **14th May 2024** and second reminder was sent on **21st May 2024**.

Below is a table with the number of submissions per day of data collection:

Date	Number of Submissions	Other Information
3 May 2024	155	Email sent to HoCN and HoS
4 May 2024	34	
5 May 2024	31	
6 May 2024	101	
7 May 2024	53	
8 May 2024	32	
9 May 2024	55	
10 May 2024	38	
11 May 2024	12	
12 May 2024	10	
13 May 2024	28	
14 May 2024	496	Email sent to all ilearn accounts
15 May 2024	78	
16 May 2024	39	
17 May 2024	22	
18 May 2024	4	
19 May 2024	10	
20 May 2024	15	
21 May 2024	360	Email sent to all ilearn accounts
22 May 2024	76	
23 May 2024	22	
24 May 2024	29	



Appendix 4: Tables

Section 1 Tables 1 – 5.8: Demographics

Table 1: General Population Demographics [Role]		
	<i>Count</i>	<i>Percentage</i>
Learning Support Educator	493	29.38%
Kindergarten Educator	114	6.79%
Teacher	723	43.09%
Assistant Head of School	137	8.16%
Head of Department	83	4.95%
Head of School	62	3.93%
Education Officer	66	3.69%
	Total=1678	100%

Table 2.1: General Population Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	1369	81.59%
Man	293	17.46%
Non-Binary	4	0.24%
Prefer not to say	12	0.72%
	Total = 1678	100%

Table 2.2: LSE Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	470	95.33%
Man	21	4.26%
Gender X	0	0%
Prefer not to say	2	0.41%
	Total =493	100%

Table 2.3: KGE Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	113	99.12%
Man	0	0%
Non-Binary	0	0%
Prefer not to say	1	0.88%
	Total = 114	100%

Table 2.4: Teacher Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	559	77.32%
Man	154	21.30%
Non-Binary	4	0.83%
Prefer not to say	6	0.55%
	Total =723	100%

Table 2.5: Assistant Head of School Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	98	71.53%
Man	39	28.47%
Non-Binary	0	0%
Prefer not to say	0	0%
	Total = 137	100%

Table 2.6: Heads of Department Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	60	72.29%
Man	22	26.51%
Non-Binary	0	0%
Prefer not to say	1	1.20%
	Total = 83	100%

Table 2.7: Heads of School Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	35	56.45%
Man	26	41.94%
Non-Binary	0	0%
Prefer not to say	1	1.61%
	Total = 62	100%

Table 2.8: Education Officer Demographics [Gender]		
	<i>Count</i>	<i>Percentage</i>
Woman	34	51.52%
Man	31	46.97%
Non-Binary	0	0%
Prefer not to say	1	1.52%
	Total = 66	100%

Table 3.1: General Population Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
18-24	29	1.73%
25-34	333	19.85%
35-44	535	31.88%
45-54	548	32.66%
55-64	224	13.35%
Over 65	9	0.54%
	Total=1678	100%

Table 3.2: LSE Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
18-24	9	1.83%
25-34	110	22.31%
35-44	193	39.15%
45-54	123	24.95%
55-64	57	11.56%
Over 65	1	0.20%
	Total=493	100%

Table 3.3: KGE Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
18-24	4	3.51%
25-34	39	34.21%
35-44	27	23.68%
45-54	26	22.81%
55-64	18	15.79%
	Total= 114	100%

Table 3.4: Teacher Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
18-24	16	2.21%
25-34	177	24.48%
35-44	239	33.06%
45-54	209	28.91%
55-64	77	10.65%
Over 65	5	0.69%
	Total=723	100%

Table 3.5: Assistant Head of School Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
25-34	3	2.19%
35-44	35	25.55%
45-54	77	56.20%
55-64	21	15.33%
Over 65	1	0.73%
	Total=137	100%

Table 3.6: Heads of Department Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
25-34	1	1.20%
35-44	22	26.51%
45-54	45	54.22%
55-64	14	16.87%
Over 65	1	1.20%
	Total=83	100%

Table 3.7: Heads of School Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
35-44	6	9.68%
45-54	23	51.61%
55-64	13	37.10%
Over 65	1	1.61%
	Total=62	100%

Table 3.8: Education Officer Demographics [Age]		
	<i>Count</i>	<i>Percentage</i>
25-34	3	4.55%
35-44	13	19.70%
45-54	36	54.55%
55-64	14	21.21%
	Total=66	100%

Table 4.1: General Population Demographics [Years working in Education Sector]		
	<i>Count</i>	<i>Percentage</i>
0-10 years	530	31.59%
11-20 years	498	29.68%
21-30 years	474	28.25%
31-40 years	156	9.30%
Over 40 years	20	1.19%
	Total= 1678	100%

Table 4.2: LSE Demographics [Years working in Education Sector]		
	<i>Count</i>	<i>Percentage</i>
0-10 years	267	54.16%
11-20 years	159	32.25%
21-30 years	58	11.76%
31-40 years	7	1.42%
Over 40 years	2	0.41%
	Total=493	100%

Table 4.3: KGE Demographics [Years working in Education Sector]		
	<i>Count</i>	<i>Percentage</i>
0-10 years	47	41.23%
11-20 years	35	30.70%
21-30 years	13	11.40%
31-40 years	19	16.67%
	Total= 114	100%

Table 4.4: Teacher Demographics [Years working in Education Sector]		
	<i>Count</i>	<i>Percentage</i>
0-10 years	207	28.63%
11-20 years	236	32.64%
21-30 years	208	28.77%
31-40 years	64	8.85%
Over 40 years	8	1.11%
	Total=723	100%

Table 4.5: Assistant Head of School Demographics [Years working in Education Sector]

	<i>Count</i>	<i>Percentage</i>
11-20 years	31	22.63%
21-30 years	86	62.77%
31-40 years	17	12.41%
Over 40 years	3	2.19%
	Total=137	100%

Table 4.6: Heads of Department Demographics [Years working in Education Sector]

	<i>Count</i>	<i>Percentage</i>
0-10 years	1	1.20%
11-20 years	21	25.30%
21-30 years	44	53.01%
31-40 years	15	18.40%
Over 40 years	2	2.41%
	Total= 83	100%

Table 4.7: Heads of School Demographics [Years working in Education Sector]

	<i>Count</i>	<i>Percentage</i>
11-20 years	3	4.84%
21-30 years	33	53.23%
31-40 years	22	35.48%
Over 40 years	4	6.45%
	Total=62	100%

Table 4.8: Education Officer Demographics [Years working in Education Sector]

	<i>Count</i>	<i>Percentage</i>
0-10 years	7	10.61%
11-20 years	14	21.21%
21-30 years	32	48.48%
31-40 years	12	18.18%
Over 40 years	1	1.52%
	Total=66	100%

Table 5.1: General Population Demographics [Work Context]

	<i>Count</i>	<i>Percentage</i>
Primary School	911	54.29%
Middle School	195	11.62%
Secondary School	417	24.85%
Higher Secondary Education	53	3.16%
Office of the Head of College Network	20	1.19%
Education Department	82	4.89%
	Total = 1678	100%

Table 5.2: LSE Demographics [Work Context]

	<i>Count</i>	<i>Percentage</i>
Primary School	324	65.72%
Middle School	67	13.59%
Secondary School	94	19.07%
Higher Secondary Education	6	1.22%
Office of the Head of College Network	1	0.20%
Education Department	1	0.20%
	Total = 493	100%

Table 5.3: KGE Demographics [Work Context]

	<i>Count</i>	<i>Percentage</i>
Primary School	113	99.12%
Education Department	1	0.88%
	Total = 114	100%

Table 5.4: Teacher Demographics [Work Context]		
	<i>Count</i>	<i>Percentage</i>
Primary School	327	45.23%
Middle School	95	13.14%
Secondary School	242	33.47%
Higher Secondary Education	36	4.98%
Office of the Head of College Network	2	0.28%
Education Department	21	2.90%
	Total =723	100%

Table 5.5: Assistant Head of School Demographics [Work Context]		
	<i>Count</i>	<i>Percentage</i>
Primary School	83	60.58%
Middle School	14	10.22%
Secondary School	32	23.56%
Higher Secondary Education	5	3.65%
Office of the Head of College Network	1	0.73%
Education Department	2	1.46%
	Total = 137	100%

Table 5.6: Heads of Department Demographics [Work Context]		
	<i>Count</i>	<i>Percentage</i>
Primary School	19	22.89%
Middle School	15	18.07%
Secondary School	36	43.37%
Higher Secondary Education	2	2.41%
Office of the Head of College Network	3	3.61%
Education Department	8	18.07%
	Total =83	100%

Table 5.7: Heads of School Demographics [Work Context]		
	<i>Count</i>	<i>Percentage</i>
Primary School	41	66.13%
Middle School	4	6.45%
Secondary School	12	19.35%
Higher Secondary Education	3	4.84%
Office of the Head of College Network	1	1.61%
Education Department	1	1.61%
	Total =62	100%

Table 5.8: Education Officer Demographics [Work Context]		
	<i>Count</i>	<i>Percentage</i>
HoCN Office	12	18.18%
Education Department	54	81.82%
	Total =66	100%

Section 2 Tables 6.1 – 11.8: Educator Subjective Wellbeing

Table 6.1: Categories of Educator Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	285	16.98%
Middle Category (19.5-27.0)	1098	65.44%
Bottom Category (7.0-19.0)	295	17.58%
	Total= 1678	100%

Table 7.1: Subjective Wellbeing [Life Satisfaction] for Educator Population through SWEMWBS					
Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	3.58%	22.61%	39.86%	26.49%	7.46%
I've been feeling useful.	1.55%	9.07%	34.31%	38.96%	16.11%
I've been feeling relaxed.	17.58%	39.99%	30.21%	10.31%	1.91%
I've been dealing with problems well.	1.49%	6.80%	43.68%	41.89%	6.15%
I've been thinking clearly.	1.61%	6.68%	34.79%	46.54%	10.38%
I've been feeling close to other people.	1.97%	8.83%	35.08%	43.74%	10.38%
I've been able to make up my own mind about things.	1.19%	4.53%	25.12%	48.63%	20.53%

Table 6.2: Categories of LSE Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	78	15.82%
Middle Category (19.5-27.0)	339	68.76%
Bottom Category (7.0-19.0)	76	15.42%
	Total=493	100%

Table 7.2: Subjective Wellbeing [Life Satisfaction] for LSE Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	2.64%	17.85%	43.61%	27.79%	8.11%
I've been feeling useful.	1.83%	8.11%	35.90%	38.34%	15.82%
I've been feeling relaxed.	14.40%	39.55%	31.64%	11.76%	2.64%
I've been dealing with problems well.	1.62%	5.27%	46.25%	40.97%	5.88%
I've been thinking clearly.	1.22%	6.29%	36.31%	46.45%	9.74%
I've been feeling close to other people.	1.01%	8.72%	33.27%	44.62%	12.37%
I've been able to make up my own mind about things.	0.81%	5.48%	25.35%	47.67%	20.69%

Table 6.3: Categories of KGE Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	23	20.18%
Middle Category (19.5-27.0)	73	64.04%
Bottom Category (7.0-19.0)	18	15.79%
	Total=114	100%

Table 7.3: Subjective Wellbeing [Life Satisfaction] for KGE Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	2.63%	21.05%	40.35%	21.93%	14.04%
I've been feeling useful.	1.75%	12.28%	37.72%	28.95%	19.30%
I've been feeling relaxed.	17.74%	43.86%	23.68%	12.28%	2.63%
I've been dealing with problems well.	0.88%	10.53%	48.25%	33.33%	7.02%
I've been thinking clearly.	0.88%	7.02%	34.21%	44.74%	13.16%
I've been feeling close to other people.	0.88%	9.65%	28.95%	50.00%	10.53%
I've been able to make up my own mind about things.	0%	4.39%	24.56%	42.98%	28.07%

Table 6.4: Categories of Teacher Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	151	20.89%
Middle Category (19.5-27.0)	402	55.60%
Bottom Category (7.0-19.0)	170	23.51%
	Total=723	100%

Table 7.4: Subjective Wellbeing [Life Satisfaction] for Teacher Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	5.39%	28.08%	36.93%	24.76%	4.84%
I've been feeling useful.	1.94%	10.79%	36.79%	37.62%	12.86%
I've been feeling relaxed.	21.35%	39.14%	29.88%	8.02%	1.11%
I've been dealing with problems well.	2.07%	8.85%	47.44%	36.38%	5.26%
I've been thinking clearly.	2.63%	8.71%	38.04%	42.74%	7.88%
I've been feeling close to other people.	3.18%	10.37%	39.00%	39.56%	7.88%
I've been able to make up my own mind about things.	1.94%	4.43%	28.49%	47.58%	17.57%

Table 6.5: Categories of Assistant Head of School Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	29	21.17%
Middle Category (19.5-27.0)	97	70.80%
Bottom Category (7.0-19.0)	11	8.03%
	Total=137	100%

Table 7.5: Subjective Wellbeing [Life Satisfaction] for Assistant Head of School Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	0.73%	18.98%	43.07%	28.47%	8.76%
I've been feeling useful.	0%	2.92%	27.01%	47.45%	22.63%
I've been feeling relaxed.	13.87%	45.99%	27.74%	11.68%	0.73%
I've been dealing with problems well.	0.73%	3.65%	29.93%	54.74%	10.95%
I've been thinking clearly.	0.73%	2.19%	24.82%	57.66%	14.60%
I've been feeling close to other people.	1.46%	5.11%	32.12%	51.82%	9.49%
I've been able to make up my own mind about things.	0.73%	1.46%	17.52%	59.85%	20.44%

Table 6.6: Categories of Head of Department Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	14	16.87%
Middle Category (19.5-27.0)	59	71.08%
Bottom Category (7.0-19.0)	10	12.05%
	Total=83	100%

Table 7.6: Subjective Wellbeing [Life Satisfaction] for Head of Department Variable through SWEMWBS					
Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	2.41%	27.71%	38.55%	22.89%	8.43%
I've been feeling useful.	0%	9.64%	33.73%	45.78%	10.85%
I've been feeling relaxed.	16.87%	39.76%	26.51%	13.25%	3.61%
I've been dealing with problems well.	0%	2.41%	37.35%	55.42%	4.82%
I've been thinking clearly.	0%	4.82%	33.73%	46.99%	14.46%
I've been feeling close to other people.	0%	6.02%	39.76%	42.17%	12.05%
I've been able to make up my own mind about things.	0%	7.23%	24.10%	50.60%	18.07%

Table 6.7: Categories of Head of School Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	22	35.48%
Middle Category (19.5-27.0)	35	56.45%
Bottom Category (7.0-19.0)	5	8.06%
	Total=62	100%

Table 7.7: Subjective Wellbeing [Life Satisfaction] for Head of School Population through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	0%	11.29%	30.65%	45.16%	12.90%
I've been feeling useful.	0%	4.84%	6.45%	53.23%	35.48%
I've been feeling relaxed.	9.68%	37.10%	35.48%	14.52%	3.23%
I've been dealing with problems well.	0%	6.45%	22.58%	62.90%	8.06%
I've been thinking clearly.	0%	4.84%	17.74%	59.68%	17.74%
I've been feeling close to other people.	3.23%	3.23%	20.97%	59.68%	12.90%
I've been able to make up my own mind about things.	1.61%	3.23%	9.68%	45.16%	40.32%

Table 6.8: Categories of Education Officer Population Score for Subjective Wellbeing [Life Satisfaction] through SWEMWBS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (27.5-35.0)	23	34.85%
Middle Category (19.5-27.0)	38	57.58%
Bottom Category (7.0-19.0)	5	7.58%
	Total=66	100%

Table 7.8: Subjective Wellbeing [Life Satisfaction] for Education Officer Population Variables through SWEMWBS

Statement	Never	Rarely	Sometimes	Often	Always
I've been feeling optimistic about the future.	3.13%	12.50%	46.88%	26.56%	10.94%
I've been feeling useful.	1.56%	7.81%	31.25%	35.94%	23.44%
I've been feeling relaxed.	10.61%	36.36%	39.39%	10.61%	3.03%
I've been dealing with problems well.	0%	1.52%	31.82%	60.61%	6.06%
I've been thinking clearly.	0%	0%	26.56%	56.25%	17.19%
I've been feeling close to other people.	0%	7.81%	29.69%	42.19%	20.31%
I've been able to make up my own mind about things.	0%	3.13%	18.75%	54.69%	23.44%

Table 8.1: Categories of Educator Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	488	29.08%
Middle Category (7 - -8)	1118	66.63%
Bottom Category (-9 - -24)	72	4.29%
	Total= 1678	100%

Table 9.1: Subjective Wellbeing [Affective] for Educator Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	1.55%	9.65%	37.66%	43.50%	7.63%
Negative	4.41%	20.50%	53.69%	20.32%	1.07%
Good	1.19%	5.24%	40.05%	48.15%	5.36%
Bad	5.84%	25.86%	52.50%	14.84%	0.95%
Pleasant	1.31%	7.93%	41.90%	43.56%	5.30%
Unpleasant	9.12%	28.31%	48.87%	12.69%	1.01%
Happy	1.85%	7.69%	38.74%	46.42%	5.30%
Sad	4.23%	24.91%	53.16%	16.15%	1.55%
Afraid	17.94%	31.47%	35.58%	12.57%	2.44%
Joyful	2.74%	12.28%	39.99%	38.56%	6.44%
Angry	5.60%	22.88%	48.39%	21.22%	1.91%
Contented	2.26%	10.61%	43.92%	36.59%	6.62%

Table 8.2: Categories of LSE Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	71	14.40%
Middle Category (7 - -8)	383	77.69%
Bottom Category (-9 - -24)	39	7.91%
	Total=493	100%

Table 9.2: Subjective Wellbeing [Affective] for LSE Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	2.03%	8.52%	36.31%	44.22%	8.92%
Negative	5.68%	23.12%	51.93%	18.66%	0.61%
Good	1.62%	3.65%	38.54%	49.29%	6.90%
Bad	8.52%	26.57%	51.12%	13.39%	0.41%
Pleasant	1.83%	7.91%	41.38%	43.00%	5.88%
Unpleasant	10.34%	29.01%	48.48%	11.16%	1.01%
Happy	1.83%	6.69%	37.12%	47.46%	6.90%
Sad	5.27%	26.57%	51.72%	15.21%	1.22%
Afraid	15.82%	29.61%	38.74%	12.78%	3.04%
Joyful	1.83%	11.76%	38.13%	39.96%	8.32%
Angry	7.71%	24.54%	50.30%	16.23%	1.22%
Contented	2.23%	8.72%	42.60%	37.93%	8.52%

Table 8.3: Categories of KGE Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	36	31.58%
Middle Category (7 - -8)	76	66.67%
Bottom Category (-9 - -24)	2	1.75%
	Total= 114	100%

Table 9.3: Subjective Wellbeing [Affective] for KGE Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	0%	7.02%	40.35%	37.72%	14.91%
Negative	7.02%	25.44%	45.61%	25.44%	0%
Good	0%	2.63%	38.60%	51.75%	7.02%
Bad	7.02%	31.58%	45.61%	15.79%	0%
Pleasant	0%	2.63%	51.75%	39.47%	6.14%
Unpleasant	7.89%	32.46%	46.49%	13.16%	0%
Happy	0%	6.14%	40.35%	44.74%	8.77%
Sad	5.26%	21.93%	55.26%	17.54%	0%
Afraid	18.42%	31.58%	37.72%	10.53%	1.75%
Joyful	0%	11.40%	37.72%	38.60%	12.28%
Angry	7.02%	20.18%	47.37%	24.56%	0.88%
Contented	0%	7.89%	50.00%	33.33%	8.77%

Table 8.4: Subjective Wellbeing [Affective] for Teacher Population Variables through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	182	25.17%
Middle Category (7 - -8)	502	69.43%
Bottom Category (-9 - -24)	39	5.39%
	Total=723	100%

Table 9.4: Subjective Wellbeing [Affective] for Teacher Population through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	1.80%	11.20%	40.11%	41.77%	5.12%
Negative	2.90%	17.01%	55.88%	22.54%	1.66%
Good	1.38%	6.64%	43.85%	44.12%	4.01%
Bad	3.60%	23.10%	55.46%	16.32%	1.52%
Pleasant	1.52%	8.71%	43.57%	41.63%	4.56%
Unpleasant	8.30%	25.45%	50.21%	14.80%	1.24%
Happy	2.21%	8.58%	39.70%	45.50%	4.01%
Sad	2.21%	23.10%	54.08%	18.26%	2.35%
Afraid	16.32%	31.26%	34.30%	15.08%	3.04%
Joyful	3.60%	13.14%	43.15%	35.27%	4.84%
Angry	4.70%	19.64%	47.72%	24.90%	3.04%
Contented	2.49%	13.00%	45.37%	33.61%	5.53%

Table 8.5: Categories of Assistant Head of School Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	46	33.58%
Middle Category (7 - -8)	86	62.77%
Bottom Category (-9 - -24)	5	3.65%
	Total= 137	100%

Table 9.5: Subjective Wellbeing [Affective] for Assistant Head of School Population through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	0%	7.30%	36.50%	50.36%	5.84%
Negative	4.38%	21.17%	54.74%	18.98%	0.73%
Good	0%	6.57%	35.04%	56.20%	2.19%
Bad	5.84%	26.28%	51.82%	14.60%	1.46%
Pleasant	0%	6.57%	36.50%	53.28%	3.65%
Unpleasant	6.57%	36.50%	45.99%	9.49%	1.46%
Happy	0%	6.57%	43.80%	47.45%	2.19%
Sad	3.65%	27.74%	54.01%	13.14%	1.46%
Afraid	30.66%	28.47%	35.77%	3.65%	1.46%
Joyful	0.73%	11.68%	40.88%	43.80%	2.92%
Angry	2.92%	27.74%	49.64%	18.98%	0.73%
Contented	0%	10.22%	42.34%	42.34%	5.11%

Table 8.6: Categories of Head of Department Population Score for Subjective Wellbeing [Affective] through SPANE		
<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	19	22.89%
Middle Category (7 - -8)	58	69.88%
Bottom Category (-9 - -24)	6	7.23%
	Total= 83	100%

Table 9.6: Subjective Wellbeing [Affective] for Head of Department Population Variables through SPANE					
Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	0%	16.87%	34.94%	34.94%	13.25%
Negative	7.23%	14.46%	50.60%	27.71%	0%
Good	0%	7.23%	40.96%	43.37%	8.43%
Bad	6.02%	21.69%	53.01%	19.28%	0%
Pleasant	1.20%	10.84%	39.76%	43.37%	4.82%
Unpleasant	7.23%	27.71%	53.01%	12.05%	0%
Happy	2.41%	12.05%	39.76%	39.76%	6.02%
Sad	6.02%	21.69%	54.22%	18.07%	0%
Afraid	15.66%	36.14%	33.73%	14.46%	0%
Joyful	4.82%	15.66%	39.76%	33.73%	6.02%
Angry	4.82%	25.30%	46.99%	21.69%	1.20%
Contented	6.02%	9.64%	44.58%	34.94%	4.82%

Table 8.7: Categories of Head of School Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	28	45.16%
Middle Category (7 - -8)	31	50.00%
Bottom Category (-9 - -24)	3	4.84%
	Total= 62	100%

Table 9.7: Subjective Wellbeing [Affective] for Head of School Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	3.23%	3.23%	25.81%	58.06%	9.68%
Negative	4.84%	37.10%	50.00%	8.06%	0%
Good	1.61%	6.45%	24.19%	61.29%	6.45%
Bad	6.45%	37.10%	45.16%	11.29%	0%
Pleasant	1.61%	6.45%	27.42%	53.23%	11.29%
Unpleasant	17.74%	32.26%	40.32%	8.06%	1.61%
Happy	4.84%	4.84%	27.42%	53.23%	9.68%
Sad	8.06%	37.10%	48.39%	4.84%	1.61%
Afraid	19.35%	38.71%	32.26%	9.68%	0%
Joyful	4.84%	6.45%	27.42%	50.00%	11.29%
Angry	6.45%	30.65%	45.16%	16.13%	1.61%
Contented	3.23%	3.23%	12.90%	51.61%	12.90%

Table 8.8: Categories of Education Officer Population Score for Subjective Wellbeing [Affective] through SPANE

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (24 - 8)	38	39.39%
Middle Category (7 - -8)	26	57.58%
Bottom Category (-9 - -24)	2	3.03%
	Total=66	100%

Table 9.8: Subjective Wellbeing [Affective] for Education Officer Population Variables through SPANE

Feeling Experienced	Never	Rarely	Sometimes	Often	Always
Positive	1.56%	7.81%	34.38%	48.44%	7.81%
Negative	3.13%	18.75%	64.06%	10.94%	3.13%
Good	1.56%	0%	37.50%	54.69%	6.25%
Bad	7.81%	32.81%	51.56%	6.25%	1.56%
Pleasant	0%	9.38%	39.06%	46.88%	4.69%
Unpleasant	9.38%	28.13%	50.00%	12.50%	0%
Happy	1.56%	7.81%	37.60%	51.56%	1.56%
Sad	10.94%	23.44%	53.13%	12.50%	0%
Afraid	25.00%	40.63%	28.13%	6.25%	0%
Joyful	4.69%	10.94%	34.38%	48.44%	1.56%
Angry	3.13%	28.13%	46.88%	21.88%	0%
Contented	3.13%	12.50%	42.19%	42.19%	0%

Table 10.1: Categories of Total Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	546	32.54%
High Level (27-33)	897	53.46%
Average (20-26)	219	13.05%
Low Level (15-19)	13	0.77%
Very Low Level (8-14)	3	0.18%
	Total = 1687	100%

Table 11.1: Subjective Wellbeing Educator Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.54%	4.65%	24.55%	48.15%	22.11%
My social relationships are supportive and rewarding.	0.77%	6.38%	25.63%	48.81%	18.41%
I am engaged and interested in my daily activities.	0.60%	5.72%	22.17%	49.58%	21.93%
I actively contribute to the happiness and wellbeing of others.	0.36%	1.97%	15.20%	53.46%	29.02%
I am competent and capable in the activities that are important to me.	0.18%	1.73%	12.28%	53.22%	32.60%
I am a good person and live a good life.	0.18%	0.83%	10.01%	51.61%	37.37%
I am optimistic about my future.	1.85%	10.07%	31.35%	39.69%	17.04%
People respect me.	0.72%	2.68%	17.70%	56.97%	21.93%

Table 10.2: Categories of LSE Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	170	34.48%
High Level (27-33)	260	52.74%
Average (20-26)	59	11.97%
Low Level (15-19)	3	0.61%
Very Low Level (8-14)	1	0.20%
	Total = 493	100%

Table 11.2: Subjective Wellbeing [Eudaimonia] for LSE Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.61%	4.46%	24.95%	48.28%	21.70%
My social relationships are supportive and rewarding.	1.01%	5.48%	25.35%	48.88%	19.27%
I am engaged and interested in my daily activities.	0.41%	5.07%	23.12%	50.51%	20.89%
I actively contribute to the happiness and wellbeing of others.	0%	2.03%	11.16%	53.75%	33.06%
I am competent and capable in the activities that are important to me.	0%	1.62%	15.01%	52.54%	30.83%
I am a good person and live a good life.	0%	1.22%	10.34%	49.09%	39.35%
I am optimistic about my future.	1.42%	7.30%	30.22%	39.76%	21.30%
People respect me.	0.81%	3.45%	16.63%	57.61%	21.50%

Table 10.3: Categories of KGE Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	48	42.11%
High Level (27-33)	46	40.35%
Average (20-26)	20	17.54%
Low Level (15-19)	0	0%
Very Low Level (8-14)	0	0%
	Total = 114	100%

Table 11.3: Subjective Wellbeing [Eudaimonia] for KGE Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0%	6.14%	26.32%	39.47%	28.07%
My social relationships are supportive and rewarding.	0%	7.89%	25.44%	42.11%	24.56%
I am engaged and interested in my daily activities.	0%	5.26%	20.18%	45.61%	28.95%
I actively contribute to the happiness and wellbeing of others.	0%	2.63%	15.79%	49.12%	32.46%
I am competent and capable in the activities that are important to me.	0%	2.63%	14.91%	48.25%	34.21%
I am a good person and live a good life.	0%	0.88%	11.40%	48.25%	39.47%
I am optimistic about my future.	0%	12.28%	29.82%	36.84%	21.05%
People respect me.	0.88%	1.75%	22.81%	50.00%	24.56%

Table 10.4: Categories of Teacher Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	217	30.01%
High Level (27-33)	395	54.63%
Average (20-26)	102	14.11%
Low Level (15-19)	7	0.97%
Very Low Level (8-14)	2	0.28%
	Total =723	100%

Table 11.4: Subjective Wellbeing [Eudaimonia] for Teacher Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.55%	5.95%	26.14%	46.61%	20.75%
My social relationships are supportive and rewarding.	0.97%	6.92%	27.39%	47.86%	16.87%
I am engaged and interested in my daily activities.	0.97%	6.64%	24.34%	47.72%	20.33%
I actively contribute to the happiness and wellbeing of others.	0.69%	1.52%	18.12%	54.22%	25.45%
I am competent and capable in the activities that are important to me.	0.41%	1.94%	12.03%	55.60%	30.01%
I am a good person and live a good life.	0.41%	0.83%	9.13%	53.39%	36.24%
I am optimistic about my future.	2.21%	13.00%	31.81%	39.56%	13.42%
People respect me.	0.69%	3.46%	20.19%	55.05%	20.61%

Table 10.5: Categories of Assistant Head of School Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	42	30.66%
High Level (27-33)	81	59.12%
Average (20-26)	13	9.49%
Low Level (15-19)	1	0.73%
Very Low Level (8-14)	0	0%
	Total = 137	100%

Table 11.5: Subjective Wellbeing [Eudaimonia] for Assistant Head of School Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0.73%	2.19%	18.98%	51.09%	27.01%
My social relationships are supportive and rewarding.	0%	8.03%	20.44%	55.47%	16.06%
I am engaged and interested in my daily activities.	0%	2.92%	19.71%	56.93%	20.44%
I actively contribute to the happiness and wellbeing of others.	0%	1.46%	16.79%	54.74%	27.01%
I am competent and capable in the activities that are important to me.	0%	0.73%	7.30%	56.93%	35.04%
I am a good person and live a good life.	0%	0.73%	10.22%	52.55%	36.50%
I am optimistic about my future.	1.46%	5.84%	39.42%	35.04%	18.35%
People respect me.	0%	0%	10.95%	64.23%	24.82%

Table 10.6: Categories of Heads of Department Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	31	37.35%
High Level (27-33)	38	45.78%
Average (20-26)	13	15.66%
Low Level (15-19)	1	1.20%
Very Low Level (8-14)	0	0%
	Total =83	100%

Table 11.6: Subjective Wellbeing [Eudaimonia] for Heads of Department Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0%	3.61%	30.12%	48.19%	18.07%
My social relationships are supportive and rewarding.	0%	3.61%	36.14%	46.99%	13.25%
I am engaged and interested in my daily activities.	0%	6.02%	24.10%	44.58%	25.30%
I actively contribute to the happiness and wellbeing of others.	0%	4.82%	18.07%	55.42%	21.69%
I am competent and capable in the activities that are important to me.	0%	3.61%	12.05%	43.37%	40.96%
I am a good person and live a good life.	0%	0%	13.25%	54.22%	32.53%
I am optimistic about my future.	1.20%	14.46%	32.53%	36.14%	15.66%
People respect me.	2.41%	0%	13.25%	67.47%	16.87%

Table 10.7: Categories of Heads of School Population Score for Subjective Wellbeing Eudaimonia: SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	30	48.39%
High Level (27-33)	26	41.94%
Average (20-26)	6	9.68%
Low Level (15-19)	0	0%
Very Low Level (8-14)	0	0%
	Total =62	100%

Table 11.7: Categories of Head of School Population Score for Subjective Wellbeing [Eudaimonia] through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	0%	0%	8.06%	61.29%	30.65%
My social relationships are supportive and rewarding.	0%	3.23%	17.74%	51.61%	27.42%
I am engaged and interested in my daily activities.	0%	6.45%	11.29%	43.55%	38.71%
I actively contribute to the happiness and wellbeing of others.	0%	3.23%	6.45%	48.39%	41.94%
I am competent and capable in the activities that are important to me.	0%	0%	6.45%	40.32%	53.23%
I am a good person and live a good life.	0%	0%	6.45%	46.77%	46.77%
I am optimistic about my future.	3.23%	4.84%	17.74%	50.00%	24.19%
People respect me.	0%	1.61%	11.29%	53.23%	33.87%

Table 10.8: Categories of Education Officer Population Score for Subjective Wellbeing [Eudemonia] through SWLS

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Very High Level (34-40)	21	31.82%
High Level (27-33)	40	60.61%
Average (20-26)	4	6.06%
Low Level (15-19)	1	1.52%
Very Low Level (8-14)	0	0%
	Total =66	100%

Table 11.8: Subjective Wellbeing [Eudemonia] for Education Officer Population Variables through SWLS

Statement	Never	Rarely	Sometimes	Often	Always
I lead a purposeful and meaningful life.	1.52%	0%	21.21%	60.61%	16.67%
My social relationships are supportive and rewarding.	1.56%	7.81%	14.06%	56.25%	20.31%
I am engaged and interested in my daily activities.	1.56%	6.25%	7.81%	67.19%	17.19%
I actively contribute to the happiness and wellbeing of others.	1.52%	1.52%	13.64%	50.00%	33.33%
I am competent and capable in the activities that are important to me.	0%	0%	6.25%	57.81%	35.94%
I am a good person and live a good life.	0%	0%	14.06%	57.81%	28.13%
I am optimistic about my future.	4.69%	3.13%	32.81%	50.00%	9.38%
People respect me.	0%	0%	15.63%	60.94%	23.44%

Section 3 Tables 12.1 – 13.8: Educator Job Satisfaction

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	590	36.60%
Middle Category (20-32)	956	59.31%
Bottom Category (9-19)	66	4.09%
	Total= 1612 ¹²⁰	100%

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0.93%	3.35%	10.67%	50.56%	34.49%
The extent to which your co-workers encourage you and support you in your work.	1.74%	7.01%	18.36%	48.76%	24.13%
Your overall satisfaction with your co-workers.	1.36%	6.27%	15.51%	52.79%	24.07%
The extent to which students act in a self-disciplined manner.	10.24%	30.89%	29.65%	26.74%	2.48%
Your satisfaction with the behaviour of students in your school.	8.75%	25.81%	28.72%	33.00%	3.72%
Your overall level of satisfaction with student discipline in your school.	9.99%	22.83%	28.41%	34.49%	4.28%
The degree of interest shown by parents in education of their children.	6.45%	23.20%	34.31%	33.19%	2.85%
The extent to which parents are supportive of the school and its programmes.	5.27%	20.60%	36.48%	34.18%	3.47%
Your overall level of satisfaction with parents where you work.	4.47%	16.94%	35.86%	37.47%	5.27%

¹²⁰ This score is without Education Officer Population. For Education Officer Job Satisfaction see [Table 13.8](#)

¹²¹ Percentages in this tables are not representative of the Education Officer Job

Table 12.2: Categories of LSE Job Satisfaction through TJSS-9

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (45-33)	209	42.39%
Middle Category (32-20)	266	53.96%
Bottom Category (19-9)	18	3.65%
	Total=493	100%

Table 13.2: LSE Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	1.22%	1.83%	10.34%	53.96%	32.66%
The extent to which your co-workers encourage you and support you in your work.	1.42%	5.07%	18.66%	48.48%	26.37%
Your overall satisfaction with your co-workers.	1.83%	4.26%	16.23%	52.74%	24.95%
The extent to which students act in a self-disciplined manner.	8.11%	33.47%	36.11%	20.08%	2.23%
Your satisfaction with the behaviour of students in your school.	9.53%	28.40%	35.50%	24.34%	2.23%
Your overall level of satisfaction with student discipline in your school.	9.74%	25.35%	34.08%	27.18%	3.65%
The degree of interest shown by parents in education of their children.	5.88%	22.31%	38.54%	31.03%	2.23%
The extent to which parents are supportive of the school and its programmes.	5.07%	20.89%	37.32%	33.47%	3.25%
Your overall level of satisfaction with parents where you work.	4.87%	15.01%	35.50%	37.53%	7.10%

Table 12.3: Categories of KGE Job Satisfaction through TJSS-9

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	60	52.63%
Middle Category (20-32)	51	44.74%
Bottom Category (9-19)	3	2.63%
	Total=114	100%

Table 13.3: KGE Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0.88%	6.14%	17.54%	45.61%	29.82%
The extent to which your co-workers encourage you and support you in your work.	1.75%	9.65%	21.93%	48.25%	18.42%
Your overall satisfaction with your co-workers.	0.88%	9.65%	20.18%	44.74%	24.56%
The extent to which students act in a self-disciplined manner.	5.26%	20.18%	35.09%	34.21%	5.26%
Your satisfaction with the behaviour of students in your school.	3.51%	19.30%	34.21%	37.72%	5.26%
Your overall level of satisfaction with student discipline in your school.	7.89%	22.81%	28.07%	34.21%	7.02%
The degree of interest shown by parents in education of their children.	1.75%	15.79%	29.82%	43.86%	8.77%
The extent to which parents are supportive of the school and its programmes.	2.63%	15.79%	24.56%	45.61%	11.40%
Your overall level of satisfaction with parents where you work.	2.63%	11.40%	24.56%	50.00%	11.40%

Table 12.4: Categories of Teacher Job Satisfaction through TJSS-9

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (45-33)	253	34.99%
Middle Category (32-20)	427	59.06%
Bottom Category (19-9)	43	5.95%
	Total=723	100%

Table 13.4: Teacher Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	1.11%	4.29%	11.76%	47.99%	34.85%
The extent to which your co-workers encourage you and support you in your work.	2.35%	8.16%	19.09%	46.61%	23.79%
Your overall satisfaction with your co-workers.	1.24%	7.61%	15.49%	51.31%	24.34%
The extent to which students act in a self-disciplined manner.	14.80%	34.44%	25.17%	23.79%	1.80%
Your satisfaction with the behaviour of students in your school.	11.07%	29.18%	25.45%	30.57%	3.73%
Your overall level of satisfaction with student discipline in your school.	13.14%	25.73%	26.28%	31.67%	3.18%
The degree of interest shown by parents in education of their children.	9.13%	26.00%	34.58%	28.22%	2.07%
The extent to which parents are supportive of the school and its programmes.	7.47%	22.54%	39.00%	28.63%	2.35%
Your overall level of satisfaction with parents where you work.	5.81%	20.75%	38.73%	31.67%	3.04%

Table 12.5: Categories of Assistant Head of School Job Satisfaction through TJSS-9

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	72	52.55%
Middle Category (20-32)	64	46.72%
Bottom Category (9-19)	1	0.73%
	Total=137	100%

Table 13.5: Assistant Head of School Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0%	2.19%	5.84%	51.82%	40.15%
The extent to which your co-workers encourage you and support you in your work.	0.73%	4.38%	16.06%	54.74%	24.09%
Your overall satisfaction with your co-workers.	1.46%	3.65%	13.14%	59.85%	21.90%
The extent to which students act in a self-disciplined manner.	1.46%	22.63%	30.66%	42.34%	2.92%
Your satisfaction with the behaviour of students in your school.	1.46%	14.60%	22.63%	56.20%	5.11%
Your overall level of satisfaction with student discipline in your school.	2.92%	10.95%	19.71%	59.85%	6.57%
The degree of interest shown by parents in education of their children.	2.19%	19.71%	28.47%	45.99%	3.65%
The extent to which parents are supportive of the school and its programmes.	0.73%	15.33%	34.31%	46.72%	2.92%
Your overall level of satisfaction with parents where you work.	0.73%	13.87%	32.12%	48.91%	4.38%

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (33-45)	33	39.76%
Middle Category (20-32)	49	59.04%
Bottom Category (9-19)	1	1.20%
	Total=83	100%

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0%	2.41%	6.02%	61.45%	30.12%
The extent to which your co-workers encourage you and support you in your work.	1.20%	8.43%	16.87%	51.81%	21.69%
Your overall satisfaction with your co-workers.	0%	6.02%	15.66%	60.24%	18.07%
The extent to which students act in a self-disciplined manner.	10.84%	26.51%	24.10%	36.14%	2.41%
Your satisfaction with the behaviour of students in your school.	8.43%	25.30%	24.10%	37.35%	4.82%
Your overall level of satisfaction with student discipline in your school.	6.02%	16.87%	32.53%	40.96%	3.61%
The degree of interest shown by parents in education of their children.	3.61%	22.89%	28.92%	42.17%	2.41%
The extent to which parents are supportive of the school and its programmes.	2.41%	20.48%	34.94%	40.96%	1.20%
Your overall level of satisfaction with parents where you work.	2.41%	13.25%	39.76%	43.37%	1.20%

Table 12.7: Categories of Heads of School Job Satisfaction through TJSS-9

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (45-33)	37	59.68%
Middle Category (32-20)	25	40.32%
Bottom Category (19-9)	0	0%
	Total=62	100%

Table 13.7: Heads of School Job Satisfaction Variables through TJSS-9

Statement	Very Poor	Poor	Neutral	Good	Excellent
The quality of your relations with co-workers.	0%	3.23%	4.84%	45.16%	46.77%
The extent to which your co-workers encourage you and support you in your work.	0%	8.06%	8.06%	59.68%	24.19%
Your overall satisfaction with your co-workers.	1.61%	6.45%	6.45%	59.68%	25.81%
The extent to which students act in a self-disciplined manner.	1.61%	12.90%	25.81%	53.23%	6.45%
Your satisfaction with the behaviour of students in your school.	1.61%	3.23%	22.58%	64.52%	8.06%
Your overall level of satisfaction with student discipline in your school.	0%	3.23%	22.58%	61.29%	12.90%
The degree of interest shown by parents in education of their children.	1.61%	19.35%	25.81%	48.39%	4.84%
The extent to which parents are supportive of the school and its programmes.	0%	16.13%	29.03%	46.77%	8.06%
Your overall level of satisfaction with parents where you work.	0%	9.68%	29.03%	48.39%	12.90%

Table 12.8: Categories of Education Officer Job Satisfaction

<i>Category</i>	<i>Count</i>	<i>Percentage</i>
Top Category (22-35)	43	65.15%
Middle Category (15-21)	17	25.76%
Bottom Category (7-14)	6	9.09%
	Total= 66	100%

Table 13.8: Education Officer Job Satisfaction Variables

Statement	Very Poor	Poor	Neutral	Good	Excellent
Your overall work.	0%	6.25%	10.94%	70.31%	12.50%
Having your work recognized and appreciated.	6.25%	18.75%	23.44%	35.94%	15.63%
Communication with your line manager.	4.69%	6.25%	17.19%	45.31%	26.56%
Access to tools and resources to perform your job effectively.	6.06%	22.73%	25.76%	34.85%	10.61%
Opportunities to provide feedback to your line manager.	6.25%	10.94%	17.19%	43.75%	21.88%
Opportunities for professional growth.	14.06%	18.75%	32.81%	32.81%	1.56%
Work-life balance.	6.06%	24.24%	27.27%	39.39%	3.03%

Appendix 5: Comparative Overview of Tables from All Reports

Comparative Overview of Demographics

Tables Range	Variables	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
1.1 Role	Role	All Educators (n=1678)	LSEs (n=493)	KGEs (n=114)	Teachers (n=723)	Assistant Heads of Schools (n=137)	Heads of Department (n=83)	Heads of School (n=62)	Education Officers (n=66)
2.1 – 2.8 Gender	Women	81.59%	95.33%	99.12%	77.32%	71.53%	72.29%	56.45%	51.52%
	Men	17.46%	4.26%	0%	21.30%	28.47%	26.51%	41.94%	46.97%
	Non-Binary	0.24%	0%	0%	0.83%	0%	0%	0%	0%
	Prefer not to say	0.72%	0.41%	0.88%	0.55%	0%	1.20%	1.61%	1.52%
3.1 – 3.8 Age	18-24 years	1.73%	1.83%	3.51%	2.21%	0%	0%	0%	0%
	25-34 years	19.85%	22.31%	34.21%	24.48%	2.19%	1.20%	0%	4.55%
	35-44 years	31.88%	39.15%	23.68%	33.06%	25.55%	26.51%	9.68%	19.70%
	45-54 years	32.66%	24.95%	22.81%	28.91%	56.20%	54.22%	51.61%	54.55%
	55-64 years	13.35%	11.56%	15.79%	10.65%	15.33%	16.87%	37.10%	21.21%
	+65 years	0.54%	0.20%	0%	0.69%	0.73%	1.20%	1.61%	0%
4.1 – 4.8 Work Experience	0-10 years	31.59%	54.16%	41.23%	28.63%	0%	1.20%	0%	10.61%
	11-20 years	29.68%	32.25%	30.70%	32.64%	22.63%	25.30%	4.84%	21.21%
	21-30 years	28.25%	11.76%	11.40%	28.77%	62.77%	53.01%	53.23%	48.48%
	31-40 years	9.30%	1.42%	16.67%	8.85%	12.41%	18.40%	35.48%	18.18%
	+40 years	1.19%	0.41%	0%	1.11%	2.19%	2.41%	6.45%	1.52%
5.1 – 5.8 Work Context	Primary School	54.29%	65.72%	99.12%	45.23%	60.58%	22.89%	66.13%	
	Middle School	11.62%	13.59%		13.14%	10.22%	18.07%	6.45%	
	Secondary School	24.85%	19.07%		33.47%	23.56%	43.37%	19.35%	
	Higher Secondary Education	3.16%	1.22%		4.98%	3.65%	2.41%	4.84%	
	Office of the HoCN	1.19%	0.20%	0%	0.28%	0.73%	3.61%	1.61%	18.18%
	Education Department	4.89%	0.20%	0.88%	2.90%	1.46%	18.07%	1.61%	81.82%

Comparative Overview of Categories of Subjective Wellbeing [Life Satisfaction, Affective & Eudaimonia] & Job Satisfaction

Tables Range	Variables	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
6.1-6.8 Categories of SWEMWBS	Top	16.98%	15.82%	20.18%	20.89%	21.17%	16.87%	35.48%	34.85%
	Medium	65.44%	68.76%	64.04%	55.60%	70.80%	71.08%	56.45%	57.58%
	Bottom	17.58%	15.42%	15.79%	23.51%	8.03%	12.05%	8.06%	7.58%
8.1-8.8 Categories of SPANE	Top	29.08%	14.40%	31.58%	25.17%	33.58%	22.89%	45.16%	39.39%
	Medium	66.63%	77.69%	66.67%	69.43%	62.77%	69.88%	50.00%	57.58%
	Bottom	4.29%	7.91%	1.75%	5.39%	3.65%	7.23%	4.84%	3.03%
10.1 – 10.8 Categories of SWLS	Very High	32.54%	34.48%	42.11%	30.01%	30.66%	37.35%	48.39%	31.82%
	High	53.46%	52.74%	40.35%	54.63%	59.12%	45.78%	41.94%	60.61%
	Average	13.05%	11.97%	17.54%	14.11%	9.49%	15.66%	9.68%	6.06%
	Low	0.77%	0.61%	0%	0.97%	0.73%	1.20%	0%	1.52%
	Very Low	0.18%	0.20%	0%	0.28%	0%	0%	0%	0%
12.1 – 12.8 Categories of TJSS-9	Top	36.60%	42.39%	52.68%	34.99%	52.55%	39.76%	59.68%	
	Medium	59.31%	53.96%	44.74%	59.06%	46.72%	59.04%	40.32%	
	Bottom	4.09%	3.65%	2.63%	5.95%	0.73%	1.20%	0%	

Comparative Overview of Subjective Wellbeing [Life Satisfaction] Individual Variables

Tables 7.1-7.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
I've been feeling optimistic about the future.	Never	3.58%	2.64%	2.63%	5.39%	0.73%	2.41%	0%	3.13%
	Rarely	22.61%	17.85%	21.05%	28.08%	18.98%	27.71%	11.29%	12.50%
	Sometimes	39.86%	43.61%	40.35%	39.93%	43.07%	38.55%	30.65%	46.88%
	Often	26.49%	27.79%	21.93%	24.76%	28.47%	22.89%	45.16%	26.56%
	Always	7.46%	8.11%	14.04%	4.84%	8.76%	8.43%	12.90%	10.94%
I've been feeling useful.	Never	1.55%	1.83%	1.75%	1.94%	0%	0%	0%	1.56%
	Rarely	9.07%	8.11%	12.28%	10.79%	2.92%	9.64%	4.84%	7.81%
	Sometimes	34.31%	35.90%	37.72%	36.79%	27.01%	33.73%	6.45%	31.25%
	Often	38.96%	38.34%	28.95%	37.62%	47.45%	45.78%	53.23%	35.94%
	Always	16.11%	15.82%	19.30%	12.86%	22.63%	10.85%	35.48%	23.44%
I've been feeling relaxed.	Never	17.58%	14.40%	17.74%	21.35%	13.87%	16.87%	9.68%	10.61%
	Rarely	39.99%	39.55%	43.86%	39.14%	45.99%	39.76%	37.10%	36.36%
	Sometimes	30.21%	31.64%	23.68%	29.88%	27.74%	26.51%	35.48%	39.39%
	Often	10.31%	11.76%	12.28%	8.02%	11.68%	13.25%	14.52%	10.61%
	Always	1.91%	2.64%	2.63%	1.11%	0.73%	3.61%	3.23%	3.03%
I've been dealing with problems well.	Never	1.49%	1.62%	0.88%	2.07%	0.73%	0%	0%	0%
	Rarely	6.80%	5.27%	10.53%	8.85%	3.65%	2.41%	6.45%	1.52%
	Sometimes	43.68%	46.25%	48.25%	47.44%	29.93%	37.35%	22.58%	31.82%
	Often	41.89%	40.97%	33.33%	36.38%	54.74%	55.42%	62.90%	60.61%
	Always	6.15%	5.88%	7.02%	5.26%	10.95%	4.82%	8.06%	6.06%
I've been thinking clearly.	Never	1.61%	1.22%	0.88%	2.63%	0.73%	0%	0%	0%
	Rarely	6.68%	6.29%	7.02%	8.71%	2.19%	4.82%	4.84%	0%
	Sometimes	34.79%	36.31%	34.21%	38.04%	24.82%	33.73%	17.74%	26.56%
	Often	46.54%	46.45%	44.74%	42.74%	57.66%	46.99%	59.68%	56.25%
	Always	10.38%	9.74%	13.16%	7.88%	14.60%	14.46%	17.74%	17.19%

Tables 7.1-7.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
I've been feeling close to other people.	Never	1.97%	1.01%	0.88%	3.18%	1.46%	0%	3.23%	0%
	Rarely	8.83%	8.72%	9.65%	10.37%	5.11%	6.02%	3.23%	7.81%
	Sometimes	35.08%	33.27%	28.95%	39.00%	32.12%	39.76%	20.97%	29.69%
	Often	43.74%	44.62%	50.00%	39.56%	51.82%	42.17%	59.68%	42.19%
	Always	10.38%	12.37%	10.53%	7.88%	9.49%	12.05%	12.90%	20.31%
I've been able to make up my own mind about things.	Never	1.19%	0.81%	0%	1.94%	0.73%	0%	1.61%	0%
	Rarely	4.53%	5.48%	4.39%	4.43%	1.46%	7.23%	3.23%	3.13%
	Sometimes	25.12%	25.35%	24.56%	28.49%	17.52%	24.10%	9.68%	18.75%
	Often	48.63%	47.67%	42.98%	47.58%	59.85%	50.60%	45.16%	54.69%
	Always	20.53%	20.69%	28.07%	17.57%	20.44%	18.07%	40.32%	23.44%

Comparative Overview of Subjective Wellbeing [Affective] Individual Variables

Tables 9.1-9.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
Positive	Never	1.55%	2.03%	0%	1.80%	0%	0%	3.23%	1.56%
	Rarely	9.65%	8.52%	7.02%	11.20%	7.30%	16.87%	3.23%	7.81%
	Sometimes	37.66%	36.31%	40.35%	40.11%	36.50%	34.94%	25.81%	34.38%
	Often	43.05%	44.22%	37.72%	41.77%	50.36%	34.94%	58.06%	48.44%
	Always	7.63%	8.92%	14.91%	5.12%	5.84%	13.25%	9.68%	7.81%
Negative	Never	4.41%	5.68%	7.02%	2.90%	4.38%	7.23%	4.84%	3.13%
	Rarely	20.50%	23.12%	25.44%	17.01%	21.17%	14.46%	37.10%	18.75%
	Sometimes	53.69%	51.93%	45.61%	55.88%	54.74%	50.60%	50.00%	64.06%
	Often	20.32%	18.66%	25.44%	22.54%	18.98%	27.71%	8.06%	10.94%
	Always	1.07%	0.61%	0%	1.66%	0.73%	0%	0%	3.13%
Good	Never	4.41%	1.62%	0%	1.38%	0%	0%	1.61%	1.56%
	Rarely	20.50%	3.65%	2.63%	6.64%	6.57%	7.23%	6.45%	0%
	Sometimes	53.69%	38.54%	38.60%	43.85%	35.04%	40.96%	24.19%	37.50%
	Often	20.32%	49.29%	51.75%	44.12%	56.20%	43.37%	61.29%	54.69%
	Always	1.07%	6.90%	7.02%	4.01%	2.19%	8.43%	6.45%	6.25%
Bad	Never	5.84%	8.52%	7.02%	3.60%	5.84%	6.02%	6.45%	7.81%
	Rarely	25.86%	26.57%	31.58%	23.10%	26.28%	21.69%	37.10%	32.81%
	Sometimes	52.50%	51.12%	45.61%	55.46%	51.82%	53.01%	45.16%	51.56%
	Often	14.84%	13.39%	15.79%	16.32%	14.60%	19.28%	11.29%	6.25%
	Always	0.95%	0.41%	0%	1.52%	1.46%	0%	0%	1.56%
Pleasant	Never	1.31%	1.83%	0%	1.52%	0%	1.20%	1.61%	0%
	Rarely	7.93%	7.91%	2.63%	8.71%	6.57%	10.84%	6.45%	9.38%
	Sometimes	41.90%	41.38%	51.75%	43.57%	36.50%	39.76%	27.42%	39.06%
	Often	43.56%	43.00%	39.47%	41.63%	53.28%	43.37%	53.23%	46.88%
	Always	5.30%	5.88%	6.14%	4.56%	3.65%	4.82%	11.29%	4.69%

Tables 9.1-9.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
Unpleasant	Never	9.12%	10.34%	7.89%	8.30%	6.57%	7.23%	17.74%	9.38%
	Rarely	28.31%	29.01%	32.46%	25.45%	36.50%	27.71%	32.26%	28.13%
	Sometimes	48.87%	48.48%	46.49%	50.21%	45.99%	53.01%	40.32%	50.00%
	Often	12.69%	11.16%	13.16%	14.80%	9.49%	12.05%	8.06%	12.50%
	Always	1.01%	1.01%	0%	1.24%	1.46%	0%	1.61%	0%
Happy	Never	1.85%	1.83%	0%	2.21%	0%	2.41%	4.84%	1.56%
	Rarely	7.69%	6.69%	6.14%	8.58%	6.57%	12.05%	4.84%	7.81%
	Sometimes	38.74%	37.12%	40.35%	39.70%	43.80%	39.76%	27.42%	37.60%
	Often	46.42%	47.46%	44.74%	45.50%	47.45%	39.76%	53.23%	51.56%
	Always	5.30%	6.90%	8.77%	4.01%	2.19%	6.02%	9.68%	1.56%
Sad	Never	4.23%	5.27%	5.26%	2.21%	3.65%	6.02%	8.06%	10.94%
	Rarely	24.91%	26.57%	21.93%	23.10%	27.74%	21.69%	37.10%	23.44%
	Sometimes	53.16%	51.72%	55.26%	54.08%	54.01%	54.22%	48.39%	53.13%
	Often	16.15%	15.21%	17.54%	18.26%	13.14%	18.07%	4.84%	12.50%
	Always	1.55%	1.22%	0%	2.35%	1.46%	0%	1.61%	0%
Afraid	Never	17.94%	15.82%	18.42%	16.32%	30.66%	15.66%	19.35%	25.00%
	Rarely	31.47%	29.61%	31.58%	31.26%	28.47%	36.14%	38.71%	40.63%
	Sometimes	35.58%	38.74%	37.72%	34.30%	35.77%	33.73%	32.36%	28.13%
	Often	12.57%	12.78%	10.53%	15.08%	3.65%	14.46%	9.68%	6.25%
	Always	2.44%	3.04%	1.75%	3.04%	1.46%	0%	0%	0%
Joyful	Never	2.74%	1.83%	0%	3.60%	0.73%	4.82%	4.84%	4.69%
	Rarely	12.28%	11.76%	11.40%	13.14%	11.68%	15.66%	6.45%	10.94%
	Sometimes	39.99%	38.13%	37.72%	43.15%	40.88%	39.76%	27.42%	34.38%
	Often	38.56%	39.96%	38.60%	35.27%	43.80%	33.73%	50.00%	48.44%
	Always	6.44%	8.32%	12.28%	4.84%	2.92%	6.02%	11.29%	1.56%

Tables 9.1-9.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
Angry	Never	5.60%	7.71%	7.02%	4.70%	2.92%	4.82%	6.45%	3.13%
	Rarely	22.88%	24.54%	20.18%	19.64%	27.74%	25.30%	30.65%	28.13%
	Sometimes	48.39%	50.30%	47.37%	47.72%	49.64%	46.99%	45.16%	46.88%
	Often	21.22%	16.23%	24.56%	24.90%	18.98%	21.69%	16.13%	21.88%
	Always	1.91%	1.22%	0.88%	3.04%	0.73%	1.20%	1.61%	0%
Contented	Never	2.26%	2.23%	0%	2.49%	0%	6.02%	3.23%	3.13%
	Rarely	10.61%	8.72%	7.89%	13.00%	10.22%	9.64%	3.23%	12.50%
	Sometimes	43.92%	42.06%	50.00%	45.37%	42.34%	44.58%	12.90%	42.19%
	Often	36.59%	37.93%	33.33%	33.61%	42.34%	34.94%	51.61%	42.19%
	Always	6.62%	8.52%	8.77%	5.53%	5.11%	4.82%	12.90%	0%

Comparative Overview of Subjective Wellbeing [Eudaimonia] Individual Variables

Tables 11.1-11.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
I lead a purposeful and meaningful life.	Never	0.54%	0.61%	0%	0.55%	0.73%	0%	0%	1.52%
	Rarely	4.65%	4.46%	6.14%	5.95%	2.19%	3.61%	0%	0%
	Sometimes	24.55%	24.95%	26.32%	26.14%	18.98%	30.12%	8.06%	21.21%
	Often	48.15%	48.28%	39.47%	46.61%	51.09%	48.19%	61.29%	60.61%
	Always	22.11%	21.70%	28.07%	20.75%	27.01%	18.07%	30.65%	16.67%
My social relationships are supportive and rewarding.	Never	0.77%	1.01%	0%	0.97%	0%	0%	0%	1.56%
	Rarely	6.38%	5.48%	7.89%	6.92%	8.03%	3.61%	3.23%	7.81%
	Sometimes	25.63%	25.35%	25.44%	27.39%	20.44%	36.14%	17.74%	14.06%
	Often	48.81%	48.88%	42.11%	47.86%	55.47%	46.99%	51.61%	56.25%
	Always	18.41%	19.27%	24.56%	16.87%	16.06%	13.25%	27.42%	20.31%
I am engaged and interested in my daily activities.	Never	0.60%	0.41%	0%	0.97%	0%	0%	0%	1.56%
	Rarely	5.72%	5.07%	5.26%	6.64%	2.92%	6.02%	6.45%	6.25%
	Sometimes	22.17%	23.12%	20.18%	24.34%	19.71%	24.10%	11.29%	7.81%
	Often	49.58%	50.51%	45.61%	47.72%	56.93%	44.58%	43.55%	67.19%
	Always	21.93%	20.89%	28.95%	20.33%	20.44%	25.30%	38.71%	17.19%
I actively contribute to the happiness and wellbeing of others.	Never	0.36%	0%	0%	0.69%	0%	0%	0%	1.52%
	Rarely	1.97%	2.03%	2.63%	1.52%	1.46%	4.82%	3.23%	1.52%
	Sometimes	15.20%	11.16%	15.79%	18.12%	16.79%	18.07%	6.45%	13.64%
	Often	53.46%	53.75%	49.12%	54.22%	54.74%	55.42%	48.39%	50.00%
	Always	29.02%	33.06%	32.46%	25.45%	27.01%	21.69%	41.94%	33.33%
I am competent and capable in the activities that are important to me.	Never	0.18%	0%	0%	0.41%	0%	0%	0%	0%
	Rarely	1.73%	1.62%	2.63%	1.94%	0.73%	3.61%	0%	0%
	Sometimes	12.28%	15.01%	14.91%	12.03%	7.30%	12.05%	6.45%	6.25%
	Often	53.22%	52.54%	48.25%	55.60%	56.93%	43.37%	40.32%	57.81%
	Always	32.60%	30.83%	34.21%	30.01%	35.04%	40.96%	53.23%	35.94%

Tables 11.1-11.8	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7	Report 8
I am a good person and live a good life.	Never	0.18%	0%	0%	0.41%	0%	0%	0%	0%
	Rarely	0.83%	1.22%	0.88%	0.83%	0.73%	0%	0%	0%
	Sometimes	10.01%	10.34%	11.40%	9.13%	10.22%	13.25%	6.45%	14.06%
	Often	51.61%	49.09%	48.25%	53.39%	52.55%	54.22%	40.23%	57.81%
	Always	37.37%	39.35%	39.47%	36.24%	36.50%	32.53%	53.23%	28.13%
I am optimistic about my future.	Never	1.85%	1.42%	0%	2.21%	1.46%	1.20%	0%	4.69%
	Rarely	10.07%	7.30%	12.28%	13.00%	5.84%	14.46%	0%	3.13%
	Sometimes	31.35%	30.22%	29.82%	31.81%	39.42%	32.53%	6.45%	32.81%
	Often	39.69%	39.76%	36.84%	39.56%	35.04%	36.14%	46.77%	50.00%
	Always	17.04%	21.30%	21.05%	13.42%	18.35%	15.66%	46.77%	9.38%
People respect me.	Never	0.72%	0.81%	0.88%	0.69%	0%	2.41%	3.23%	0%
	Rarely	2.68%	3.45%	1.75%	3.46%	0%	0%	4.84%	0%
	Sometimes	17.70%	16.63%	22.81%	20.19%	10.95%	13.25%	17.74%	15.63%
	Often	56.97%	57.61%	50.00%	55.05%	64.23%	67.47%	50.00%	60.94%
	Always	21.93%	21.50%	24.56%	20.61%	24.82%	16.87%	24.19%	23.44%

Overview of Job Satisfaction Individual Variables

Tables 13.1-13.7	Category	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7
The quality of your relations with co-workers.	Co-Workers	Never	0.93%	1.22%	0.88%	1.11%	0%	0%	0%
		Rarely	3.35%	1.83%	6.14%	4.29%	2.19%	2.41%	3.23%
		Sometimes	10.67%	10.34%	17.54%	11.76%	5.84%	6.02%	4.84%
		Often	50.56%	53.96%	45.61%	47.99%	51.82%	61.45%	45.16%
		Always	34.49%	32.66%	29.82%	34.85%	40.15%	30.12%	46.77%
The extent to which your co-workers encourage you and support you.	Co-Workers	Never	1.74%	1.42%	1.75%	2.35%	0.73%	1.20%	0%
		Rarely	7.01%	5.07%	9.65%	8.16%	4.38%	8.43%	8.06%
		Sometimes	18.36%	18.66%	21.93%	19.09%	16.06%	16.87%	8.06%
		Often	48.76%	48.48%	48.25%	46.61%	54.74%	51.81%	59.68%
		Always	24.13%	26.37%	18.42%	23.79%	24.09%	21.69%	24.19%
Your overall satisfaction with your co-workers.	Co-Workers	Never	1.36%	1.83%	0.88%	1.24%	1.46%	0%	1.61%
		Rarely	6.27%	4.26%	9.65%	7.61%	3.65%	6.02%	6.45%
		Sometimes	15.51%	16.23%	20.18%	15.49%	13.14%	15.66%	6.45%
		Often	52.79%	52.74%	44.74%	51.31%	59.85%	60.24%	59.68%
		Always	24.07%	24.95%	24.56%	24.34%	21.90%	18.07%	25.81%

Tables 13.1-13.7	Category	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7
The extent to which students act in a self-disciplined manner.	Students	Never	10.24%	8.11%	5.26%	14.80%	1.46%	10.84%	1.61%
		Rarely	30.89%	33.47%	20.18%	34.44%	22.63%	26.51%	12.90%
		Sometimes	29.65%	36.11%	35.09%	25.17%	30.66%	24.10%	25.81%
		Often	26.74%	20.08%	34.21%	23.79%	42.34%	36.14%	53.23%
		Always	2.48%	2.23%	5.26%	1.80%	2.92%	2.41%	6.45%
Your satisfaction with the behaviour of students in your school.	Students	Never	8.75%	9.53%	3.51%	11.07%	1.46%	8.42%	1.61%
		Rarely	25.81%	28.40%	19.30%	29.18%	14.60%	25.30%	3.23%
		Sometimes	28.72%	35.50%	34.21%	25.45%	22.63%	24.10%	22.58%
		Often	33.00%	24.34%	37.72%	30.57%	56.20%	37.35%	64.52%
		Always	3.72%	2.23%	5.26%	3.73%	5.11%	4.82%	8.06%
Your overall level of satisfaction with student discipline in your school.	Students	Never	9.99%	9.74%	7.89%	13.14%	2.92%	6.02%	0%
		Rarely	22.83%	25.35%	22.81%	25.73%	10.95%	16.87%	3.23%
		Sometimes	28.41%	34.08%	28.07%	26.28%	19.71%	32.53%	22.58%
		Often	34.49%	27.18%	34.21%	31.67%	59.85%	40.96%	61.29%
		Always	4.28%	3.65%	7.02%	3.18%	6.57%	3.61%	12.90%

Tables 13.1-13.7	Category	Coding	Report 1	Report 2	Report 3	Report 4	Report 5	Report 6	Report 7
The degree of interest shown by parents in education of their children.	Parents	Never	6.45%	5.88%	1.75%	9.13%	2.19%	3.61%	1.61%
		Rarely	23.20%	22.31%	15.79%	26.00%	19.71%	22.89%	19.35%
		Sometimes	34.31%	38.54%	29.82%	34.58%	28.47%	28.92%	25.81%
		Often	33.19%	31.03%	43.86%	28.22%	45.99%	42.17%	48.39%
		Always	2.85%	2.23%	8.77%	2.07%	3.65%	2.41%	4.84%
The extent to which parents are supportive of the school and its programmes.	Parents	Never	5.27%	5.07%	2.63%	7.47%	0.73%	2.41%	0%
		Rarely	20.60%	20.89%	15.79%	22.54%	15.33%	20.48%	16.13%
		Sometimes	36.48%	37.32%	24.56%	39.00%	34.31%	34.94%	29.03%
		Often	34.18%	33.47%	45.61%	28.63%	46.72%	40.96%	46.77%
		Always	3.47%	3.25%	11.40%	2.35%	2.92%	1.20%	8.06%
Your overall level of satisfaction with parents where you work.	Parents	Never	4.47%	4.87%	2.63%	5.81%	0.73%	2.41%	0%
		Rarely	16.94%	15.01%	11.40%	20.75%	13.87%	13.25%	9.68%
		Sometimes	35.86%	35.50%	24.56%	38.73%	32.12%	39.76%	29.03%
		Often	37.47%	37.53%	50.00%	31.67%	48.91%	43.37%	48.39%
		Always	5.27%	7.10%	11.40%	3.04%	4.38%	1.20%	12.90%