

Educator Wellbeing & Job Satisfaction Survey 2026

Salient findings from Malta's 3rd annual survey of state educators, highlighting strengths in meaning, professional purpose, and collegial support, alongside ongoing pressures linked to relaxation, stress and uneven role experiences.

Malta state education sector

Data collection: 12-30 January 2026

Participants: 535 educators

Margin of error: ±4.10% at 95% confidence

At a glance

535

State educators participated

77.94%

Women in the sample

85%+

High or very high eudaimonia overall

54.58%

General population in top job satisfaction band

Why this matters

The survey presents a broadly positive picture of educator wellbeing across Malta's state education workforce. Educators report strong meaning, competence and social connection, but many also indicate difficulty relaxing and signs of sustained occupational pressure

Wellbeing Strengths

- Eudaimonic wellbeing was especially strong across all groups, showing high levels of purpose, meaning and capability.
- Positive emotions were reported more often than negative emotions across the system.
- Many educators described themselves as engaged, useful, and contributing to the wellbeing of others.
- Collegial relationships emerged as a major protective factor.

Workforce profile

- The sample represented 6.19% of the 8,644 state educators.
- Nearly 70% of respondents were aged 35-54.
- Most respondents had 11-30 years of experience in education.
- Over 70% worked in primary and middle schools.

Key pressure point

Relaxation was the weakest recurring wellbeing item across multiple roles.

- Stress and limited relaxation appeared even in otherwise high-scoring groups.
- This suggests a workforce that is resilient and purposeful, but operating under sustained demand.

Role patterns

Heads of School

Strongest life satisfaction profile, with 46.15% in the top category and none in the bottom.

Heads of Department

Very strong eudaimonic wellbeing, with 63.64% high and 31.82% very high.

Teachers

Relatively weakest job satisfaction profile, with 47.87% top, 43.62% middle and 8.51% bottom.

Kindergarten Educators

Positive overall profile, but smaller numbers indicate a need for careful interpretation.

Deputy Heads of School

Strong wellbeing and job satisfaction, with most in the middle-top wellbeing bands and 55.88% in the top job satisfaction category.

Education Officers

Strongest affective profile, with 53.33% in the top category and none in the bottom.

Learning Support Educators

Generally positive wellbeing, but more mixed organisational and leadership support ratings.

Job satisfaction

- Job satisfaction was broadly positive across the educator population.
- Education Officers and Heads of School showed the strongest top-band satisfaction.
- Relationships with colleagues, collegial encouragement and communication with supervisors were usually rated positively.
- Stakeholder behaviour, stakeholder interest and leadership support produced more mixed responses.

Top-band outcomes by role

Heads of School life satisfaction	46.15%
Education Officers affective wellbeing	53.33%
General job satisfaction	54.58%
Heads of School job satisfaction	65.38%

Implications for policy and practice

- Maintain annual monitoring to track change over time and identify role-specific vulnerabilities.
- Strengthen support for teachers, Learning Support Educators and Kindergarten Educators, who face more mixed wellbeing and satisfaction patterns.
- Build on strong collegial culture through peer support, collaborative structures and wellbeing-informed leadership.