INSTITUTE
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Barometer of engagement



Eighth national survey of attitudes amongst civil servants

Sofia 2026

Employee Engagement Barometer

Eighth national survey
of employee engagement
in Bulgaria's public administration

Sofia, 2026

Institute of Public Administration

INSTITUTE OF PUBLIC ADMINISTRATION

Engagement is reflected in the drive to achieve, initiative, a willingness to take on challenges, adaptability, and persistence and determination in pursuing the organisation's objectives.

Engaged employees work better and achieve better results because they are intrinsically motivated. They find personal meaning in their work, are more innovative and set themselves high standards. They are unwilling to accept mediocre performance from themselves or their colleagues.

Engaged employees work hard and feel a strong connection to their organisation. They find personal fulfilment in their work. They are skilled professionals who know that their work gives them the best opportunity to demonstrate their strengths.

Engaged employees believe in their organisation and identify with it. They need no supervision to work hard and consistently perform to the best of their ability for their own sake and for the sake of their colleagues and managers.

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SUMMARY

The Employee Engagement Barometer is an annual survey conducted by the Institute of Public Administration to examine the attitudes and motivation of public administration staff. Its main summary measure is the overall employee engagement index. The PERMA index measures subjective wellbeing and complements the assessment of engagement. Engagement depends on several key factors, including leadership, the work itself, the team environment, resources and workload, learning and career development, organisational objectives, direct management and pay. The Barometer's methodology is based on the UK Civil Service People Survey, allowing the results of the two surveys to be compared.

The eighth annual survey took place in 2026, with 5,475 participants. Compared with the 2025 sample, the proportion of highly engaged respondents was 4 percentage points higher, the proportion of engaged respondents was 7 percentage points lower and the proportion of moderately disengaged respondents was 2 percentage points higher. As successive annual samples do not follow the same individuals, these differences describe changes in the distribution of responses and cannot be interpreted as individuals moving between groups. The overall engagement index stood at 68 points, its lowest value since 2019. The published scores show a downward pattern since 2021. The comparison with the UK result is indicative and depends on how closely the survey instruments, settings and participant profiles correspond.

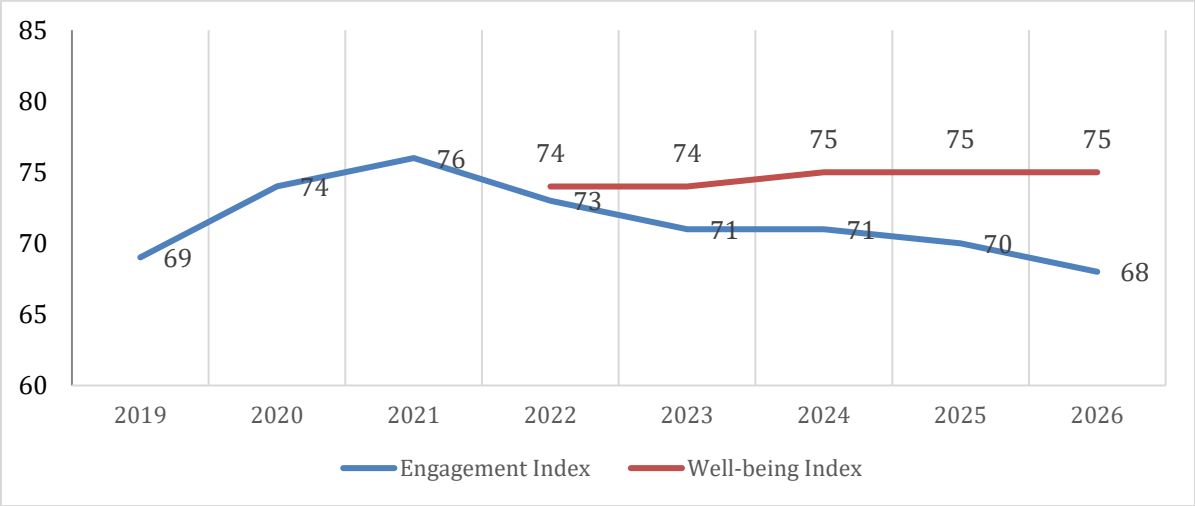


Figure 1. *Engagement and wellbeing indices by year*

Scores fell for almost all factors in 2026. Pay recorded the largest fall (4 points), followed by Resources and workload and Learning and development (3 points each). Scores remained high for Organisational objectives and My work, both unchanged in 2026, and for My team and My line manager, down 1 and 2 index points respectively. The PERMA wellbeing index also held steady and was again higher than the UK figure.

The results identify areas that participants assessed more critically. On their own, however, they do not establish that any particular management intervention will improve effectiveness or ensure the successful introduction of innovative practices and technologies, including artificial intelligence. The literature links these capabilities to a supportive environment, specific learning processes and leadership that encourages discussion and reflection (Garvin, Edmondson & Gino, 2008,

pp. 2–3), as well as to the process by which individual and group learning becomes embedded in lasting organisational practices (Crossan, Lane & White, 1999, p. 529). The following recommendations draw on comparisons between this year's findings and those of earlier Barometer surveys, as well as on international trends in research on workforce motivation.

- First, make wider use of competency frameworks in human resource management across the public administration, particularly as a basis for activities such as staff selection, drafting job descriptions and performance appraisal.
- Second, develop the leadership competencies needed to support the professional and personal development of staff in specialist roles.
- Third, expand opportunities for career development and workplace learning, particularly for mid-career employees, for whom the survey results indicate declining engagement.
- Fourth, continue to digitalise work processes while developing the digital skills of public administration staff.

INTRODUCTION

The Employee Engagement Barometer is an annual survey of the motivation, job satisfaction and attitudes of employees in Bulgaria's public administration. The Institute of Public Administration has conducted the survey every year since 2019. This is the eighth edition. In addition to publishing the overall report, the Institute offers public bodies the opportunity to request an analysis of their own survey data. The analysis draws on responses from the employees of the body concerned. Each body must meet a minimum participation threshold and minimum quotas by position and length of service. These requirements protect the anonymity of staff in organisations receiving their own reports and allow valid comparisons with the national data. This year, 15 public bodies requested and received reports on their own survey results.

The survey measures overall employee engagement and participants' perceptions of eight aspects of their working environment. Their responses show how they view their work, their team, their line managers and senior leaders, learning and development, resources, workload, pay and the clarity of organisational objectives. These responses provide no direct measure of organisational effectiveness, organisational culture, adaptability or the quality of management. Applying general models of organisational learning to public bodies requires explicit consideration of the context, as there is no established definition of organisational learning in the public sector (Anand & Brix, 2022, pp. 147–148). The Barometer provides information on specific features of the working environment as participants perceive them. Its results alone are insufficient to draw general conclusions about organisational effectiveness, adaptability, culture or the public administration's capacity to learn and change.

Regular measurement of engagement matters because employees' attitudes towards their work and their organisation are directly related to how they carry out their duties. As well as indicating levels of satisfaction, motivation and attachment to the organisation, measures of engagement provide insight into the effectiveness of leadership and people management in public administrations (OECD, 2025a, p. 188). Engaged employees find greater meaning in their work, show initiative and are more likely to make an extra effort to achieve organisational objectives. They typically look for opportunities to improve, share ideas and take responsibility for the quality of their results. Engagement is particularly important given the substantial demographic, environmental and digital changes facing public administrations.

Other countries also survey employee engagement in public administration, one such example being the UK Civil Service People Survey. The Bulgarian Barometer uses an adapted model. Consistent item wording and scoring make it easier to compare published index scores over time. However, the composition of the voluntary sample varies from year to year, so the surveys cannot establish how individual employees' responses have changed or what caused the observed differences. International comparisons should likewise be treated as indicative until the equivalence of the instruments and contexts has been confirmed for the year concerned.

A supplementary section on health and wellbeing at work was added to the questionnaire in 2022. Selected items in this module form the PERMA wellbeing index. Its name is an acronym for the five aspects of wellbeing it covers: positive emotion, engagement, relationships, meaning, and accomplishment. The UK Civil Service People Survey has used the index since 2012.

The questionnaire also includes a small number of questions about respondents' demographic characteristics and their place in the administration. These allow the results to be examined by sex, age, length of service in the public administration, position, whether respondents work in the general or specialised administration, type of administrative body and geographical district. The categories are broad enough to limit the risk of identifying respondents. Anonymity is essential to

obtaining candid and reliable responses. The Institute of Public Administration processes and presents the data only in aggregate. The results are never used to assess individual employees, and responses cannot be traced to a particular participant.

The report is organised into several main sections. The introduction is followed by an account of the survey methodology and the characteristics of the respondents. The main analysis presents the overall employee engagement index, examines the key factors that influence engagement and discusses the indicators in the Health and wellbeing at work module. The final section summarises the main observations and the implications of the findings. The appendices contain the questionnaire and the percentages of positive responses to the individual Barometer statements for 2019–2025.

METHODOLOGY

Theoretical model

For reporting and analysis, respondents are grouped into four categories by level of engagement.

- **Highly engaged** employees put their hearts into their work. They strive for a very high standard of performance because they enjoy their work, find it meaningful and feel a strong connection to their organisation. Their work is a source of personal fulfilment and satisfaction. They show initiative, are willing to make an extra effort and aim for high standards of achievement.
- **Engaged** employees have a positive attitude towards their work and their organisation. They are motivated, disciplined and responsible, and carry out their duties conscientiously. Their emotional attachment to the organisation may be less pronounced than that of highly engaged employees, but their behaviour and attitudes make a positive contribution to the work of the administration.
- **Moderately disengaged** employees carry out their duties but feel less connected to their work and their organisation. Their motivation depends more heavily on external factors such as job security, pay and direct supervision. They are less likely to take the initiative, make an extra effort or identify with the organisation's objectives and values.
- **Actively disengaged** employees have a persistently negative attitude towards their work or their organisation. Their dissatisfaction may take the form of a lack of motivation or manifest itself in behaviour that adversely affects how team members work together, the organisational climate and the quality of their work.

This classification makes it possible to examine both the average level of engagement and the wider distribution of attitudes in the public administration. The overall engagement index can take the same or similar values even when the relative proportions of highly engaged, engaged and disengaged employees differ. The distribution across the groups therefore complements the overall index.

Methodological limitation: the four categories are an analytical classification derived from scores on the six statements. The descriptions of the groups do not constitute independently observed behavioural profiles. Further evidence would be needed to draw conclusions about employees' actual productivity, initiative or impact on their team.

The survey model measures overall engagement using six statements:

- I feel proud when I tell people where I work.
- I would recommend my organisation as a very good place to work.
- I feel attached to the organisation I work for.
- When I talk about my organisation, I tend to say 'we' rather than 'they'.
- I have formed friendships with colleagues in my organisation.
- My organisation motivates me to do my best.

The statements cover distinct but related aspects of engagement: pride in belonging to the organisation, views of the organisation as an employer, emotional attachment, identification with the organisation, ties with colleagues and motivation to put effort into one's work.

The model treats engagement as a measured attitude that may be statistically associated with perceptions of the working environment. The cross-sectional design does not establish the

direction of these associations or whether they arise from common causes that were not measured. The factor indices should therefore be interpreted as correlates and predictors within the model. They do not establish causal mechanisms.

The model includes eight indices covering aspects of the working environment statistically associated with engagement:

- **Pay** — employees' perceptions of the fairness and adequacy of their pay. This factor covers whether employees consider their pay fair for the work they do, how satisfied they are with their salary overall and how they think their pay compares with that of other employees in similar positions in the public administration.
- **Leadership and change management** — employees' perceptions of their organisation's senior leadership. This factor covers how well the organisation is led overall, how closely leaders' actions reflect its objectives and values, how effectively they manage necessary changes and how willing they are to encourage critical thinking and new ideas.
- **My team** — perceptions of the quality of personal and professional relationships within the immediate team. This factor covers mutual support among colleagues, joint discussion of ways to improve their work, support for trying new approaches, feelings of respect and recognition, and the presence or absence of conflict.
- **My line manager** — employees' perceptions of their immediate manager's behaviour and management practices. This factor covers the help managers provide so that employees can work more effectively, the interest they take in employees as individuals, their openness to ideas and suggestions, the quality of their decisions, the feedback they give and their recognition of individual contributions.
- **My work** — employees' perceptions of what their work involves and their day-to-day experience of it. This factor covers interest in the work itself, opportunities to develop professionally through work, involvement in decisions and the freedom to decide how to carry out one's duties.
- **Organisational objectives** — the extent to which employees know the objectives of their organisation and unit, understand their assigned tasks and what is expected of them, and see how their own work contributes to achieving organisational objectives.
- **Resources and workload** — employees' perceptions of the conditions in which they work. This factor covers access to the support, equipment, materials and information they need, their workload and their ability to maintain a balance between work and personal life.
- **Learning and development** — perceptions of opportunities to improve professional skills and develop within the organisation. This factor covers access to the information and training employees need, support for learning, career development opportunities and the availability of various forms of workplace learning, including project work, mentoring, coaching and online learning.

The eight factors describe different aspects of the working environment. Some concern the organisation as a whole, such as leadership, organisational objectives and pay. Others concern the immediate working environment, namely the team and the line manager. A third group covers the work itself and the conditions in which it is performed, including interest in the work, opportunities to learn, resources, workload and work–life balance.

The factors are interrelated. For example, perceptions of a line manager may be associated with team relationships, access to training and how an employee understands the objectives they have been set. Similarly, assessments of leadership may be linked to change management, organisational objectives and opportunities for professional development. The model therefore

allows each factor to be analysed individually and its relative importance to be assessed while accounting for the other factors. The factor indices show how employees rate aspects of their working environment. They measure conditions and perceptions that may be associated with engagement, rather than engagement itself.

The 2026 survey retains the theoretical model and factor structure used in earlier editions. This continuity makes it possible to track changes in engagement and the factors associated with it over time.

Questionnaire

Employee engagement in the public administration is measured using a questionnaire comprising 41 statements. Six make up the overall employee engagement index. The remainder form eight indices measuring how employees perceive aspects of their working environment. Each factor index comprises four to six statements. The names and grouping of the indices do not establish a causal effect on engagement.

Respondents rate the statements on a five-point Likert scale using the following response options:

- Strongly agree
- Tend to agree
- Neither agree nor disagree
- Tend to disagree
- Strongly disagree

The questionnaire is an adaptation of the instrument used in the UK Civil Service People Survey. When the Bulgarian instrument was developed in 2019, its psychometric properties and comparability with the UK model were examined. The report on the first survey describes this assessment in detail. The technical appendix was unavailable for the present review. Without the underlying analyses and results, this report cannot substantiate stronger claims that the two instruments yield equivalent measurements, that the factors have the same meaning in both surveys or that statistical error is the same in each.

The report on the first survey in 2019 describes in detail how the questionnaire was developed and its properties were tested (Nikolov, Tusheva & Stefanov, 2019). The 2026 edition uses the same core questionnaire content, structure and response scale as earlier editions.

Scoring system

For analysis and reporting, responses to each statement are converted to numerical values on a scale from 0% to 100%. Each response category is assigned a weight. The resulting numerical values allow responses to individual statements to be aggregated and compared. Values close to 100% indicate stronger agreement with a statement, 50% represents a neutral position and values close to 0% indicate stronger disagreement.

Arithmetic means are calculated once the responses have been converted. Each employee's score for a factor is the mean of their scores on the statements that make up that factor. The overall employee engagement index is calculated in the same way from the six statements measuring overall engagement.

For example, if the responses to five statements are 'Strongly agree', 'Tend to agree', 'Neither agree nor disagree', 'Tend to disagree' and 'Strongly disagree', in that order, their respective numerical values are 100%, 75%, 50%, 25% and 0%, as shown below.

Table 1. Conversion of responses in the Employee Engagement Barometer

Calculating the overall engagement index and factor scores	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
Statements	**100%**	**75%**	**50%**	**25%**	**0%**
I know what my organisation's objectives are.	√				
I am clear about the objectives of the unit I work in.		√			
I know how I contribute to achieving my organisation's objectives.			√		
I know what is expected of me at work.				√	
I am clear about the objectives and tasks I am given.					√
Score: Organisational objectives	**(100+75+50+25+0)/5 = 50%**				

The score for the public administration as a whole is the mean score of all employees who took part in the survey. For public bodies that receive individual reports, the results are the mean scores of respondents from the body concerned.

The survey results allow the following measures and breakdowns to be presented and compared:

- ✓ the overall employee engagement index
- ✓ scores for the individual factors that influence engagement
- ✓ scores for individual statements
- ✓ aggregate results for the public administration
- ✓ results by demographic and organisational characteristics
- ✓ results for individual public bodies where separate reports are prepared.

For the PERMA wellbeing index items that use a 0–10 scale, responses are also converted to values from 0% to 100%, as shown below.

Table 2. Conversion of responses to items in the Health and wellbeing at work module

Response	Weight
0	**0%**
1–4	**25%**
5 and 6	**50%**
7–9	**75%**

Response	Weight
10	**100%**

The PERMA index score is calculated by averaging the converted values for the items included in the index.

The 2026 survey uses the same scoring system, response weights and method of calculating the factor indices and the overall employee engagement index as previous editions. Using the same methodology ensures continuity in measurement and allows results to be compared across years.

Characteristics of the survey population

Public administration staff took part in a voluntary, anonymous online survey using computer-assisted web interviewing (CAWI) between 19 June and 17 July 2026. It covered all administrative bodies listed in the Administrative Register, as well as the Administration of the National Assembly and the Bulgarian National Audit Office. Therefore, staff from all major categories and types of public body in every district of the country had the opportunity to participate. In 2026, 5,475 respondents took part, a decrease of 779, or approximately 12.5%, from the 6,254 participants in 2025. The fall in participation affects the composition of the data but does not in itself indicate a change in employee engagement. In a voluntary survey, the composition of the sample depends on staffing levels in each organisation, how information about the survey is circulated, the support organisations give employees to participate, and individuals' readiness and willingness to express their views.

The survey is based on demographic and organisational characteristics so that results can be analysed by sex, age, length of service in the public administration, position, employment in the general or specialised administration, type of administrative body and geographical district. The categories are broad enough to allow comparisons while limiting the risk of identifying individual respondents.

The results presented in this report should be interpreted as a summary of the attitudes of those who took part in the survey. The large number of respondents from all districts of the country and the inclusion of every type of administrative body provide a broad empirical basis for the analysis.

The following figures show the distribution of respondents by demographic and organisational characteristics. The profile of respondents closely matches the workforce profile in the 2025 Report on the State of the Administration. The distribution across the categories used in the questionnaire is broadly similar to that in previous survey years.

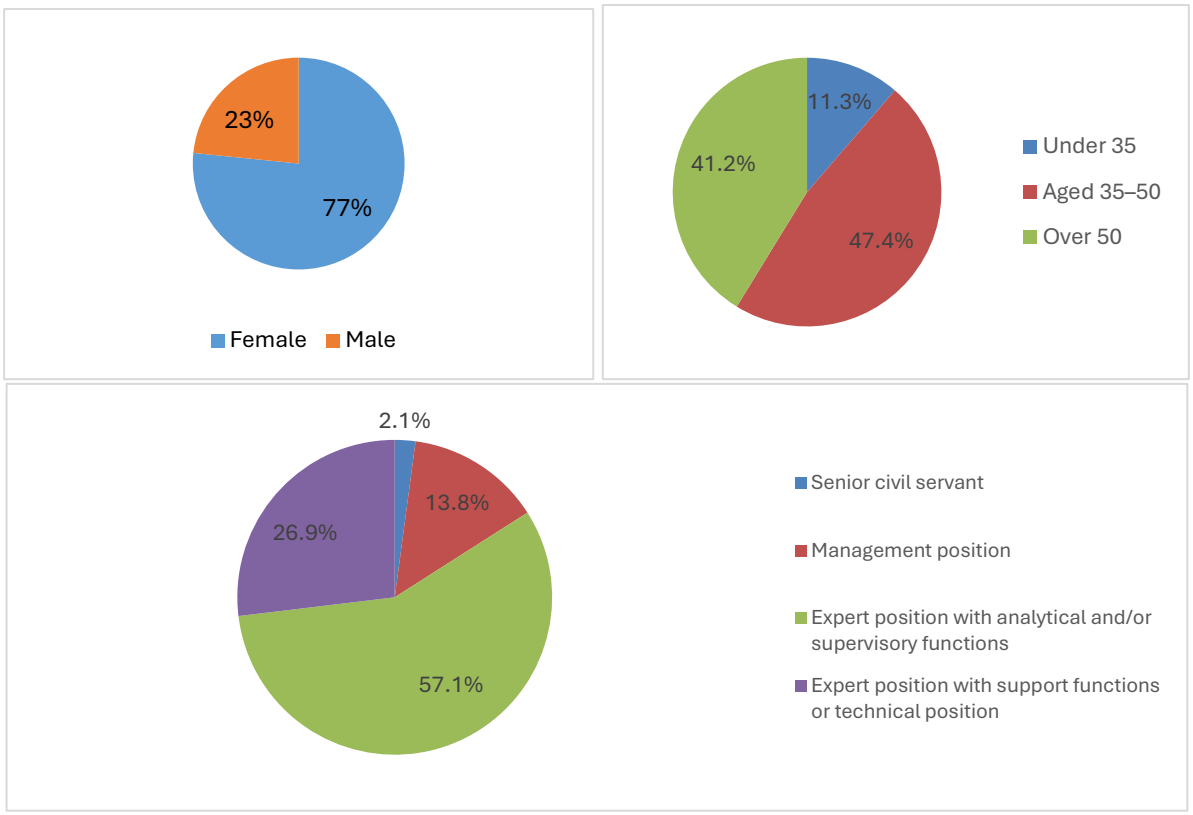


Figure 2. *Distribution of respondents by sex, age and position*

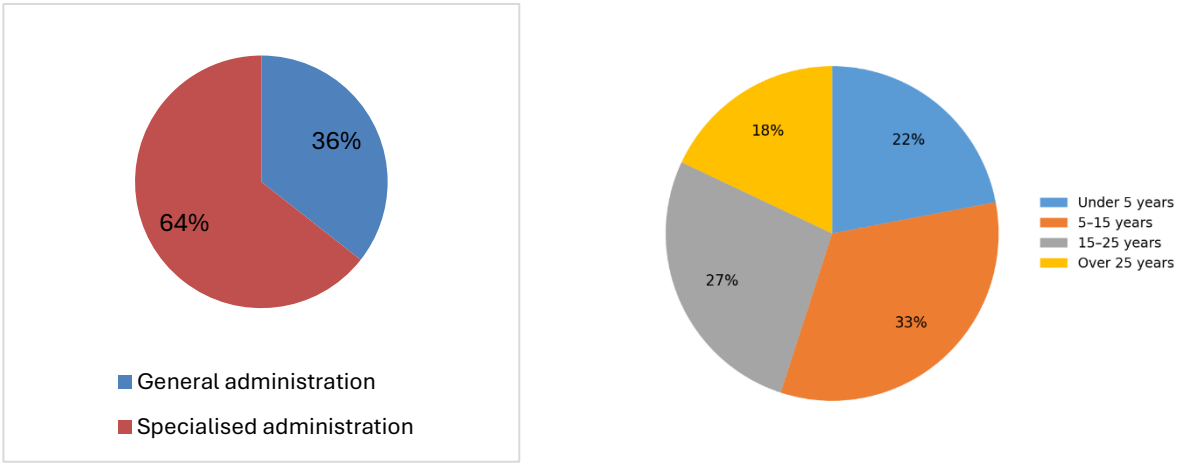


Figure 3. *Distribution of respondents by organisational unit and length of service*

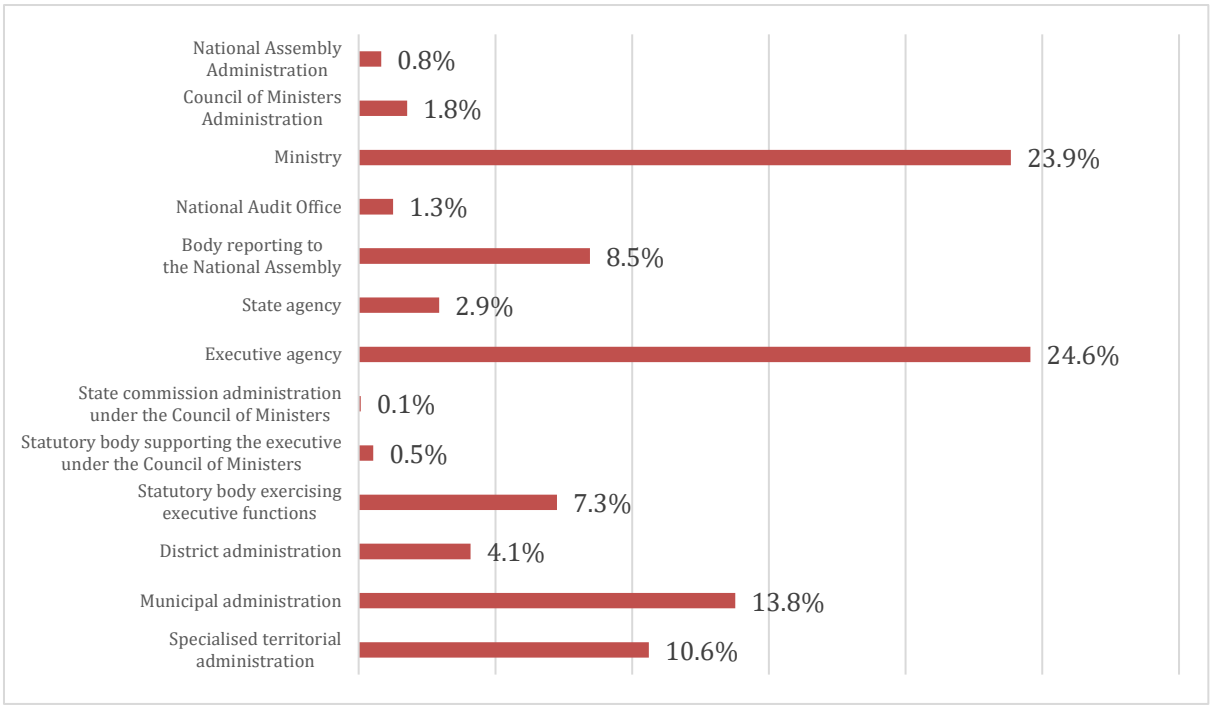


Figure 4. *Distribution of respondents by type of administrative body*

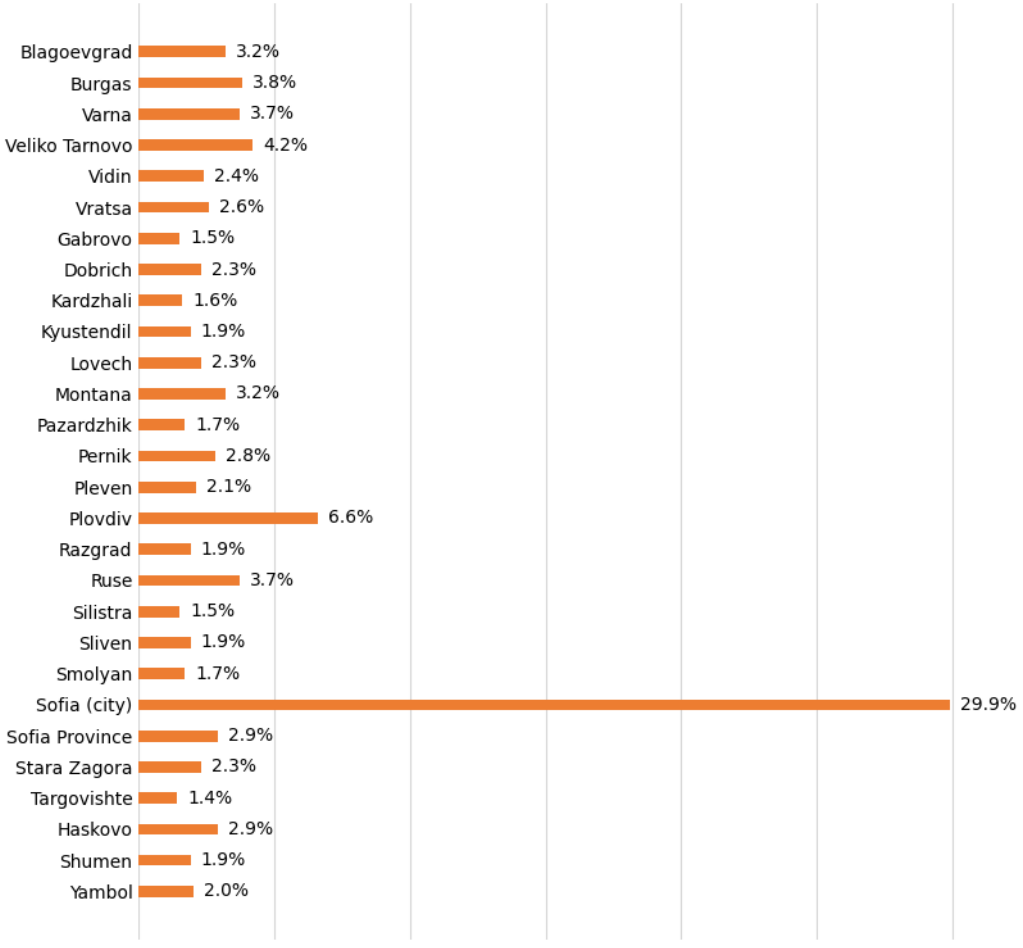


Figure 5. *Distribution of respondents by district*

RESULTS

Assessment of employee engagement

Employee engagement is the central measure in the survey. The methodology classifies respondents into four groups: highly engaged, engaged, moderately disengaged and actively disengaged. This distribution complements the overall engagement index by showing how different attitudes contribute to the average score.

The 2026 results show a change in the distribution of engagement compared with previous years. After three consecutive years of decline, the proportion of highly engaged employees rose above the levels recorded in 2023–2025. At the same time, the proportion of engaged employees fell, while that of moderately disengaged employees rose. Some employees moved into the highly engaged group, while a larger group shifted from the positive towards the more reserved end of the distribution. The result is a more pronounced divergence in attitudes and a slight fall in the combined proportion of engaged and highly engaged employees.

The proportion of actively disengaged employees remains low, at the level recorded in previous surveys. This is a positive trend, as the group expressing clearly negative attitudes remains small. The more substantial change in 2026 is the increase in the proportion of moderately disengaged employees. These employees carry out their duties but feel relatively little attachment to their organisation and are less likely to take the initiative in their work.

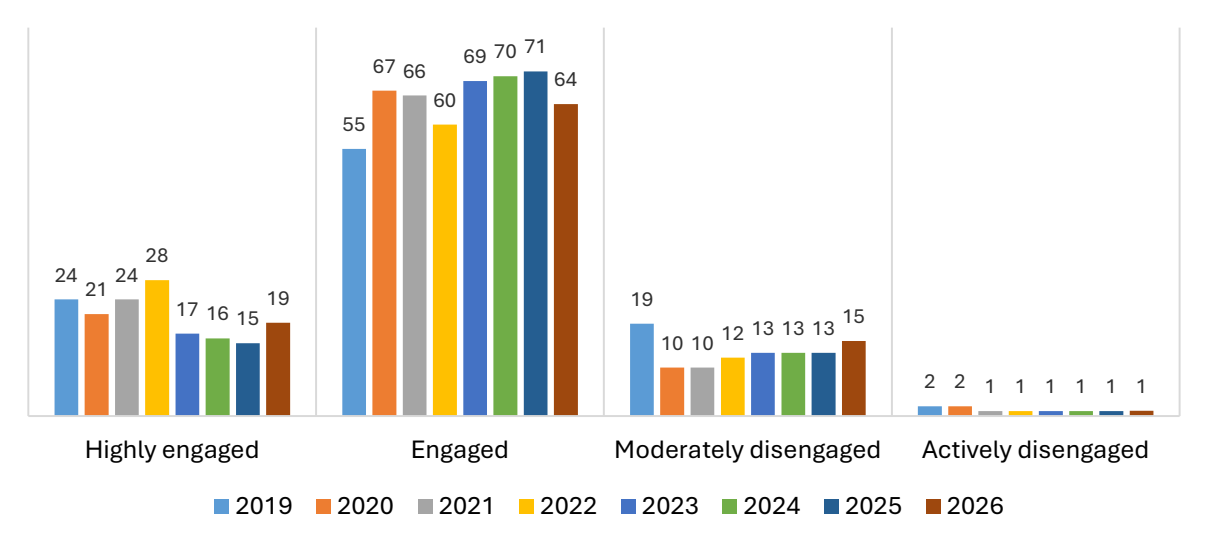


Figure 6. *Distribution of public administration staff by level of engagement in percent, 2019–2026*

The overall employee engagement index stood at 68 points in 2026. This is the lowest value since the pilot survey and continues the downward trend from the peak of 76 points recorded in 2021.



Figure 7. *Employee engagement index in the public administration, 2019–2026*

The rise in the proportion of highly engaged employees in combination with lower global index scores is not a mathematical inconsistency. The index is the mean of individual scores, while the categories summarise their distribution using predefined thresholds. The data show changes in more than one part of the distribution. Because the survey does not track individuals over time, it cannot identify which employees, if any, moved between categories.

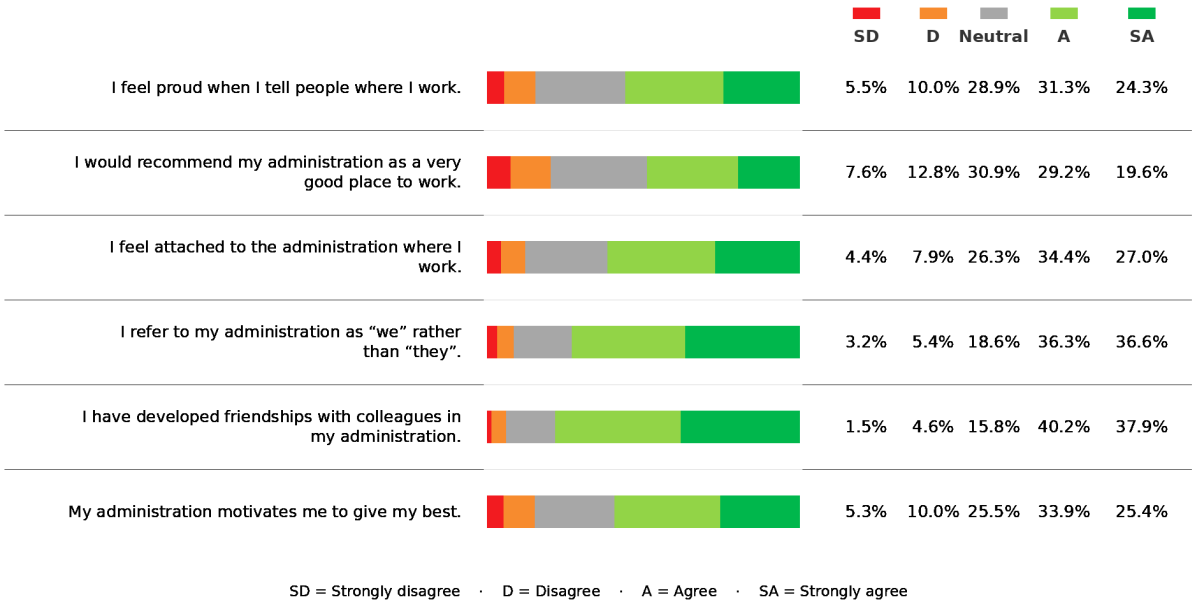


Figure 8. *Distribution of responses to the employee engagement statements*

Of the six statements, those about friendships with colleagues and the use of ‘we’ when referring to the organisation attracted the highest percentages of positive responses. Respondents thus rated their relationships with colleagues and their identification with the organisation more positively than the other aspects covered. These findings do not establish that ties within the team make the greatest causal contribution to engagement.

Respondents were more reserved in their assessment of the organisation as an employer. They showed limited willingness to recommend their organisation as a very good place to work. Ratings for attachment to the organisation and for the extent to which it motivates employees to do their best remained at their 2025 levels.

A higher proportion of respondents gave positive answers to the statements about relationships with colleagues and the use of 'we' to refer to the organisation than to those about recommending the organisation as an employer and feeling motivated to do their best. These differences relate to specific indicators. They do not in themselves support a broader conclusion that a sense of belonging to a team outweighs the influence of the organisation.

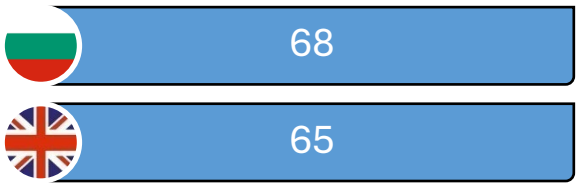


Image 1. *Employee engagement index in Bulgaria and the UK*

The overall engagement index for the 2026 Bulgarian sample was higher than the latest available UK figure, from the 2025 Civil Service People Survey. The two surveys took place in different years. The difference should therefore be treated as indicative, taking account of the context, the composition of the samples and the degree to which the measures are comparable.

The demographic and organisational characteristics recorded in the survey allow engagement to be analysed across different groups. The following figures present the results.

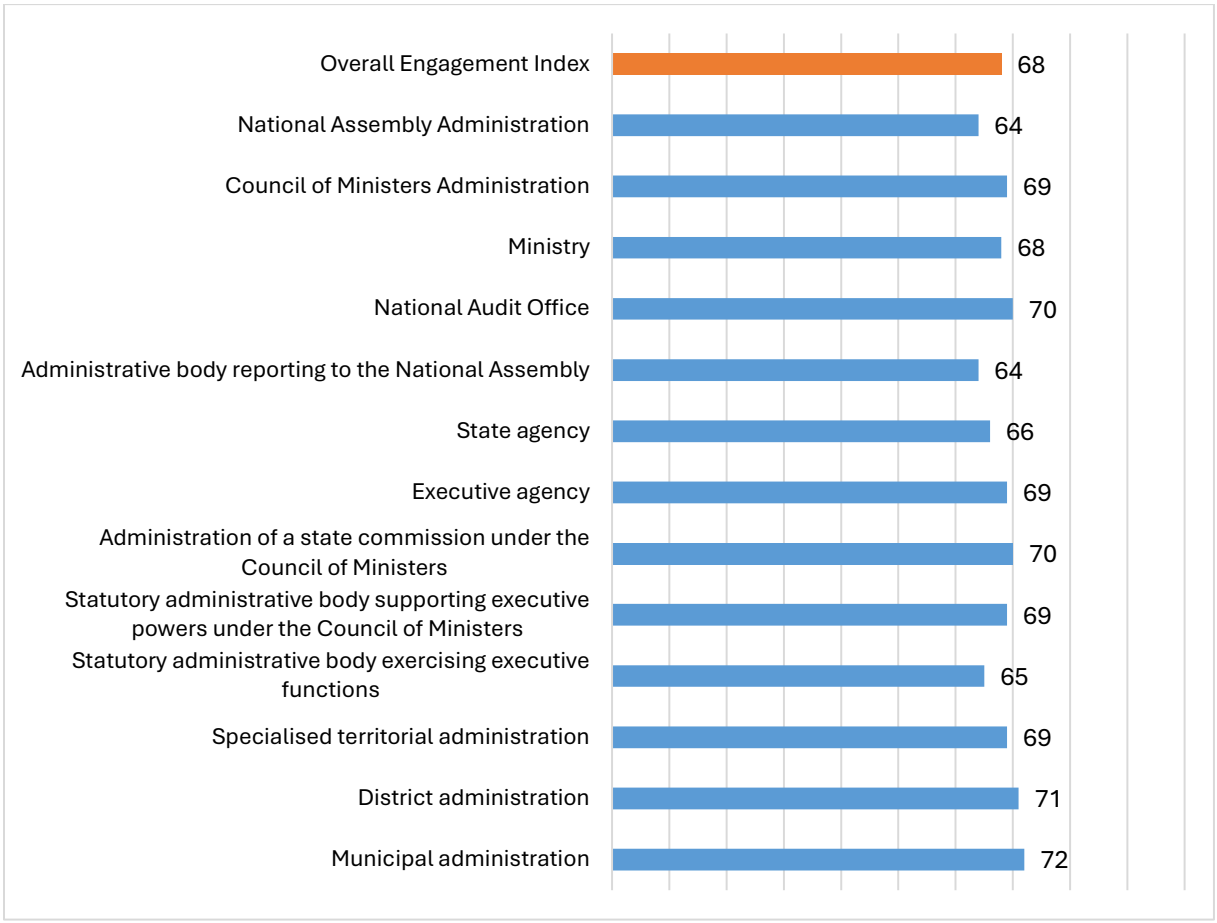


Figure 9. *Employee engagement index by type of administrative body*

Municipal and district administrations recorded the highest engagement scores. Bodies reporting to the National Assembly and other bodies within the executive branch recorded lower scores. The Administration of the National Assembly had a low engagement index, but the small number of respondents from that institution makes it difficult to establish whether the difference from other types of administrative body is statistically significant.

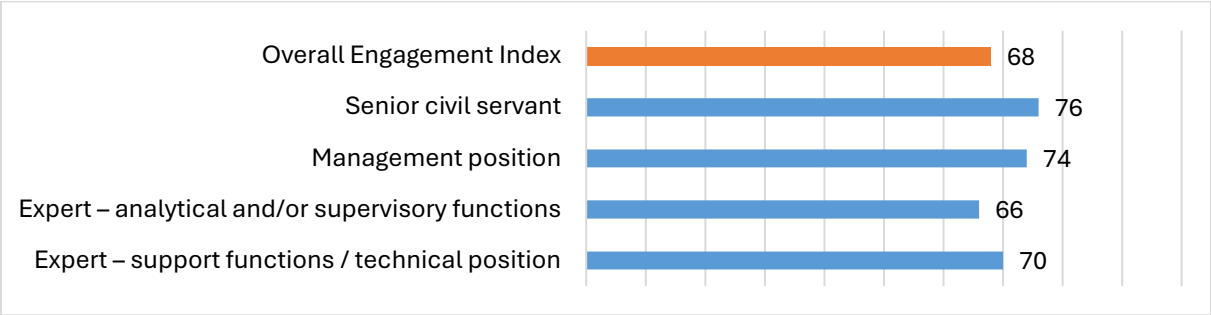


Figure 10. *Employee engagement index by position*

Engagement varied considerably by position. Staff in specialist posts with analytical and/or supervisory functions had the lowest engagement score. Their score was below the overall score, and the differences from the other groups were statistically significant. The difference between respondents in management positions and senior civil servants was not statistically significant.

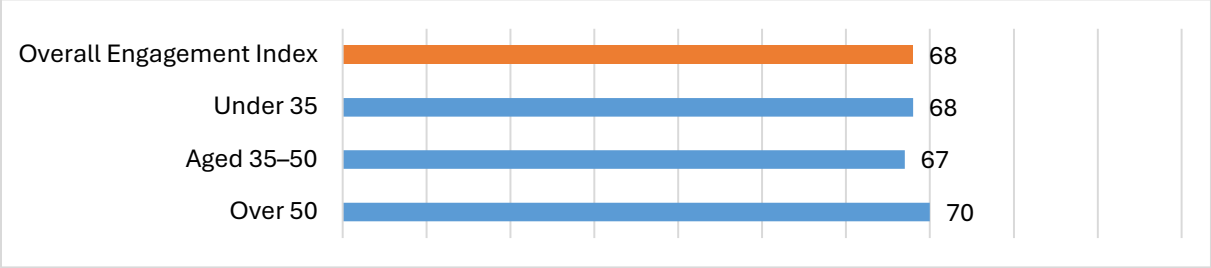


Figure 11*. Employee engagement index by age group*

Engagement scores differed significantly between respondents aged 35–50 and those aged over 50. The score for respondents aged up to 35 did not have a statistically significant difference from that of either of the other groups.

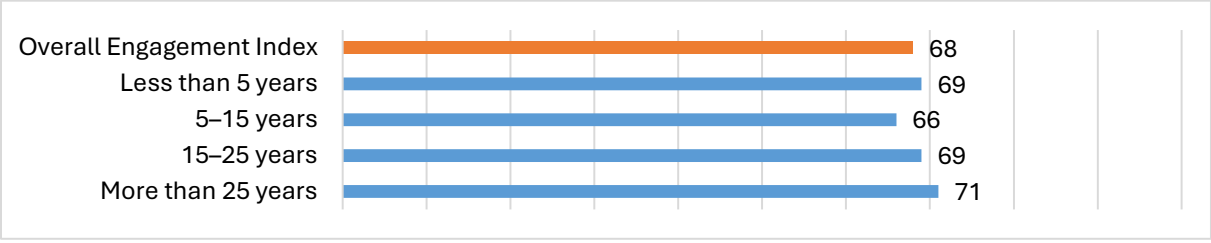


Figure 12. *Employee engagement index by length of service*

Respondents with 5–15 years of service had the lowest engagement score, which differed from the scores of the other groups. The difference between respondents with 15–25 years of service and those with more than 25 years was also statistically significant, although the effect was smaller.

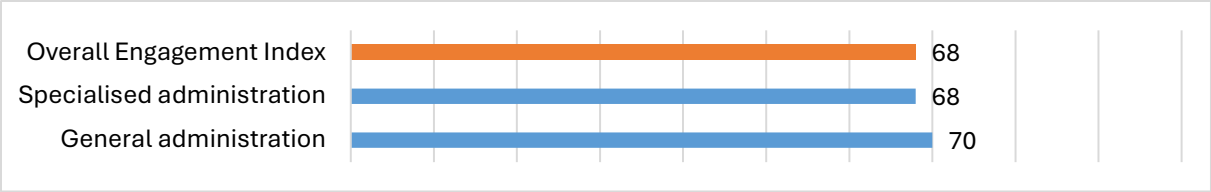


Figure 13. *Employee engagement index by type of organisational unit*

Respondents in the general administration had a slightly higher mean score than those in the specialised administration. The reported difference was statistically significant, but the effect was small. The nature of the work, workload, contact with management and the occupational composition of the two groups are possible explanations for future research. The present data do not establish which, if any, accounts for the difference.

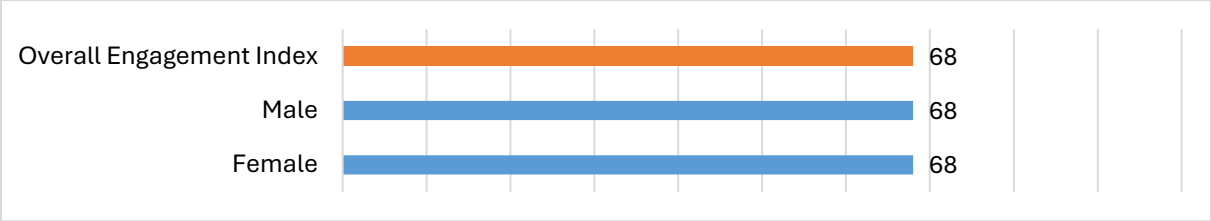


Figure 14. *Employee engagement index by sex*

Engagement levels among women and men in the public administration were virtually identical in 2026. Previous surveys found higher engagement among women, although the differences were generally small. The current survey shows that the gap has narrowed further.

Differences in engagement between districts should be interpreted with caution. Respondents work in different types of administrative body, and the distribution of these bodies varies across districts. Therefore, some of the differences reflect the mix of institutions and occupations represented in each district subsample. Statistically significant differences between districts persist after accounting for position, length of service, age and type of administrative body. District index scores should be read as an indication that differences are concentrated in particular areas and organisations. They do not provide a precise ranking.

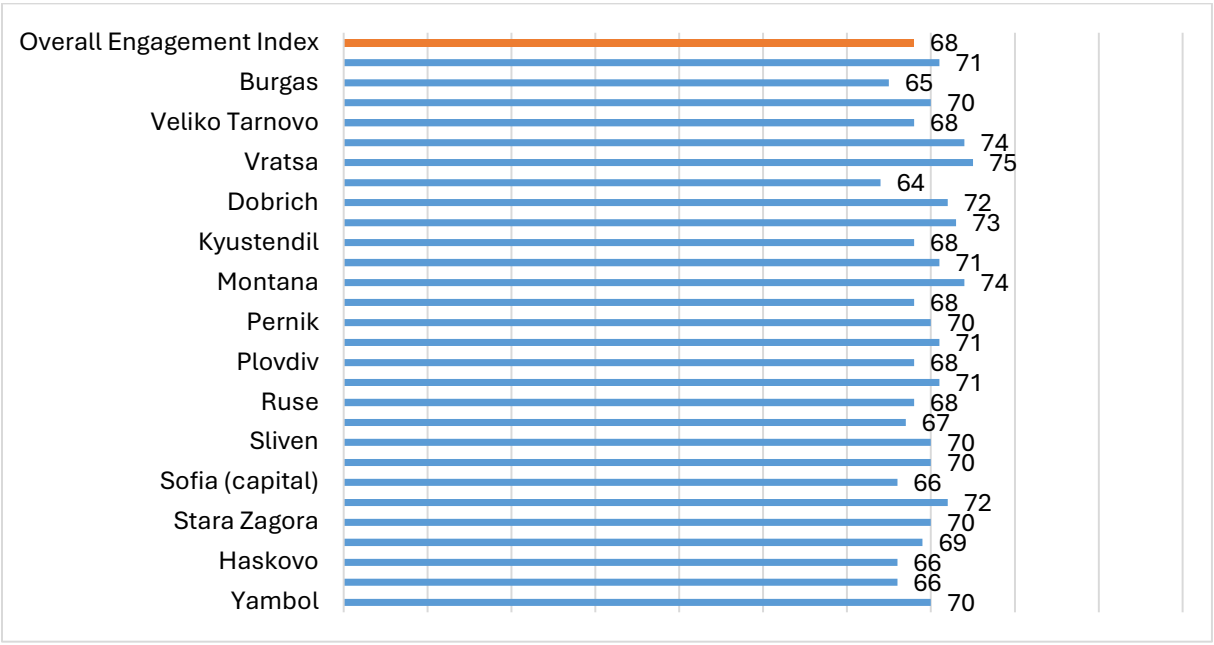


Figure 15. *Employee engagement index by district*

Analysis of the demographic and organisational characteristics shows that differences in engagement are associated primarily with position and type of administrative body. Engagement was particularly low among staff in specialist posts with analytical and/or supervisory functions and among respondents with 5–15 years of service. There were also substantial differences between districts and between types of administrative body. Differences by age were smaller, and those between the general and specialised administration were slight. Engagement scores did not differ significantly by sex.

Analysis of the main factors

The model measures overall engagement and respondents' perceptions of eight aspects of their working environment. A high score indicates more positive responses to the statements included in the index. A low score indicates more critical or neutral responses. The index itself neither measures a 'desire for improvement' nor identifies a specific reason for the rating. The consistent methodology allows descriptive comparisons of published scores, provided that differences in the composition of the voluntary annual samples are taken into account.

The analysis also used multiple linear regression. With all eight factor indices included, the model yielded $R^2 = 0.707$ for this sample. Each standardised coefficient describes the association between a factor and engagement after accounting for the other seven factors. These associations do not establish causality. The largest coefficients were for Leadership and change management ($\beta = 0.319$), My work ($\beta = 0.217$) and My team ($\beta = 0.200$). The coefficient for My line manager was small and negative ($\beta = -0.027$). Before interpreting this as evidence of an adverse effect, further checks are needed for overlap between predictors, the robustness of the model specification and uncertainty in the estimates. R^2 describes the proportion of variation in engagement scores explained by the model within this sample. It establishes neither how much of that variation is causally explained nor how accurately the model predicts scores outside the sample.

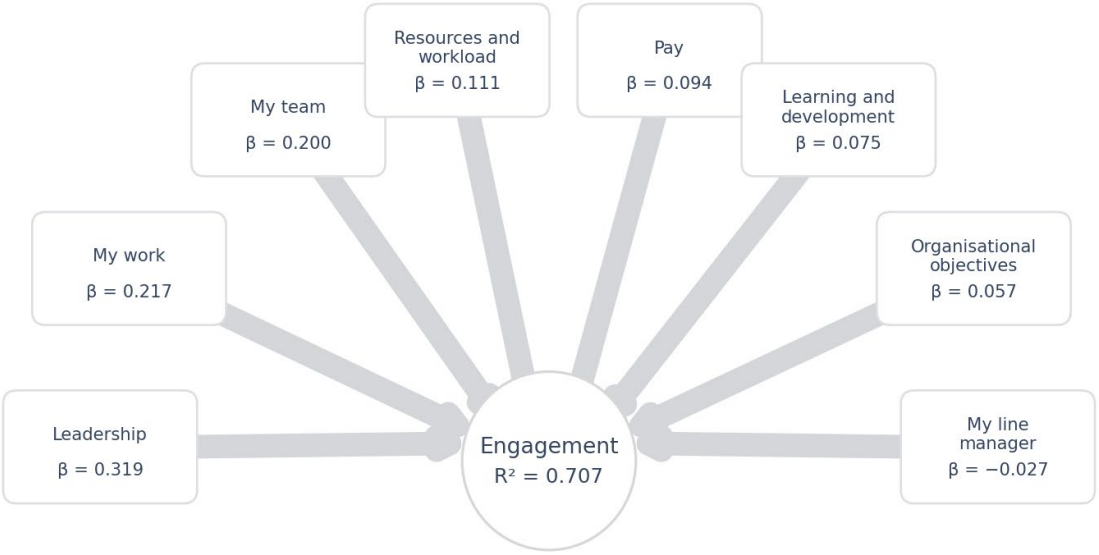


Figure 16. *Regression model*

Compared with the published figures for 2025, six of the eight indices fell and two were unchanged. The largest falls were in Pay, Resources and workload, and Learning and development. These differences show that respondents in the 2026 sample gave more critical assessments, although the reasons cannot be determined from the scores. The higher scores for the content of the work and for organisational objectives do not establish that these areas 'compensate' for the other ratings. No such compensatory relationship was tested directly.

Table 3. Indices for the drivers of employee engagement, 2019–2026

Factor	2019	2020	2021	2022	2023	2024	2025	2026	Change from 2025 to 2026
Leadership	67	74	74	73	70	69	70	68	-2
My work	75	79	80	76	75	74	74	74	0
Team	75	79	80	79	76	75	75	74	-1
Resources and workload	76	75	75	72	70	69	70	67	-3
Pay	37	45	49	38	39	44	41	37	-4
Learning and development	60	67	70	67	67	66	67	64	-3
Organisational objectives	90	92	92	92	90	89	89	89	0
Line manager	74	78	79	78	75	74	75	73	-2

Leadership and change management

The Leadership and change management factor measures how respondents perceive their organisation's senior leadership. In 2026 the index fell, bringing it close to the level recorded in the 2019 pilot survey.

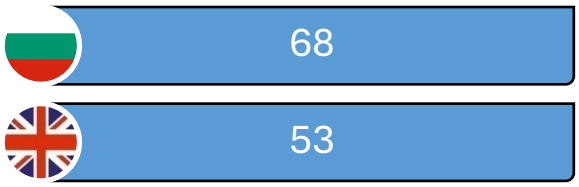


Image 2. *Comparison by leadership and change management scores in Bulgaria and the UK*

Despite the fall, the Bulgarian score remained considerably higher than the score recorded in the UK Civil Service People Survey. Leadership continues to be the factor on which the Bulgarian score exceeds the UK score by the widest margin.

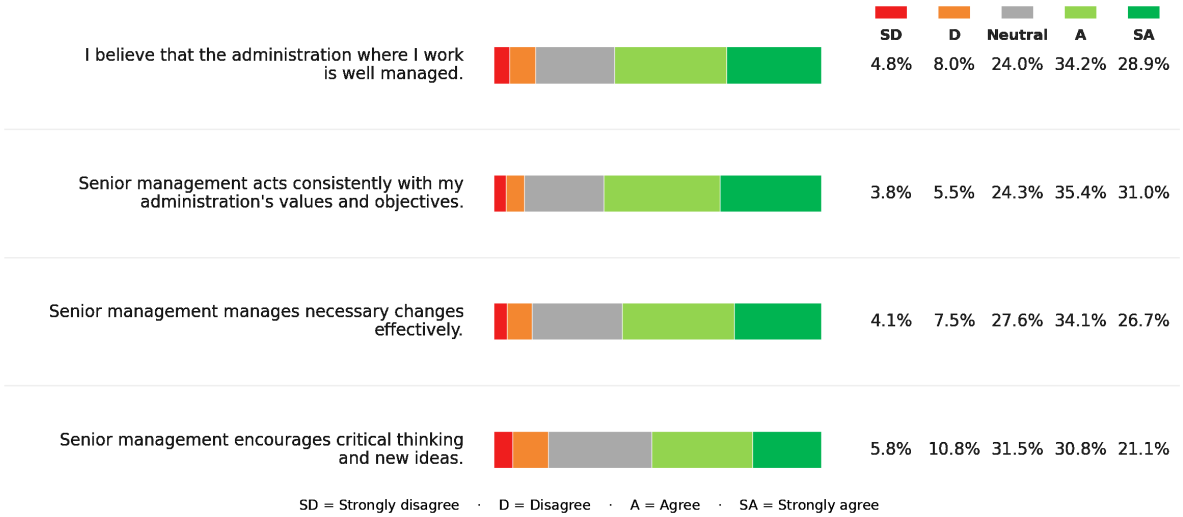


Figure 17. *Distribution of responses to the Leadership and change management statements*

Most respondents gave positive answers to the statements on overall leadership, the alignment of leaders' actions with organisational objectives, and change management. The statement on encouraging critical thinking and new ideas received a lower score. This item may give some indication of whether respondents feel that dissent and suggestions are welcome. On its own, it does not measure psychological safety, institutional learning or innovation outcomes. The literature links organisational learning to employees' ability to voice disagreement and acknowledge mistakes without fear (Garvin, Edmondson & Gino, 2008, p. 2). It also warns that defensive routines can prevent discussion of critical issues (Argyris & Schön, 1996, p. 232). These sources explain why the indicator is relevant to the analysis, although they do not establish whether such mechanisms operate in the organisations surveyed.

In the regression model, Leadership and change management had the largest standardised coefficient after accounting for the other indices. It was therefore the strongest conditional predictor in the model, although this does not establish that leadership causes changes in engagement. The research literature provides a separate theoretical basis for considering leadership behaviour important to the learning environment. Examples include asking questions, listening, engaging in dialogue and encouraging reflection (Garvin, Edmondson & Gino, 2008, p. 3).

My work

The My work index held steady compared with the previous year. It has now remained at the same level for three years.

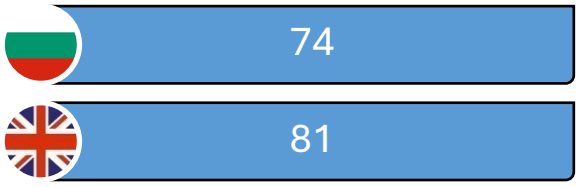


Image 3. *My work scores in Bulgaria and the UK*

My work remains one of the highest-scoring indices. Positive responses were more frequent for interest in the work and opportunities to develop professionally through it than for involvement in decisions and freedom to choose how to carry out one's duties. Respondents thus rated the content of their work more favourably than their autonomy. The responses do not establish why. The proportion of positive responses to the statement about freedom to decide how to carry out one's duties was lower in the Bulgarian sample (61.5%) than in the UK sample (79%), assuming that the item wording and calculation methods are comparable.

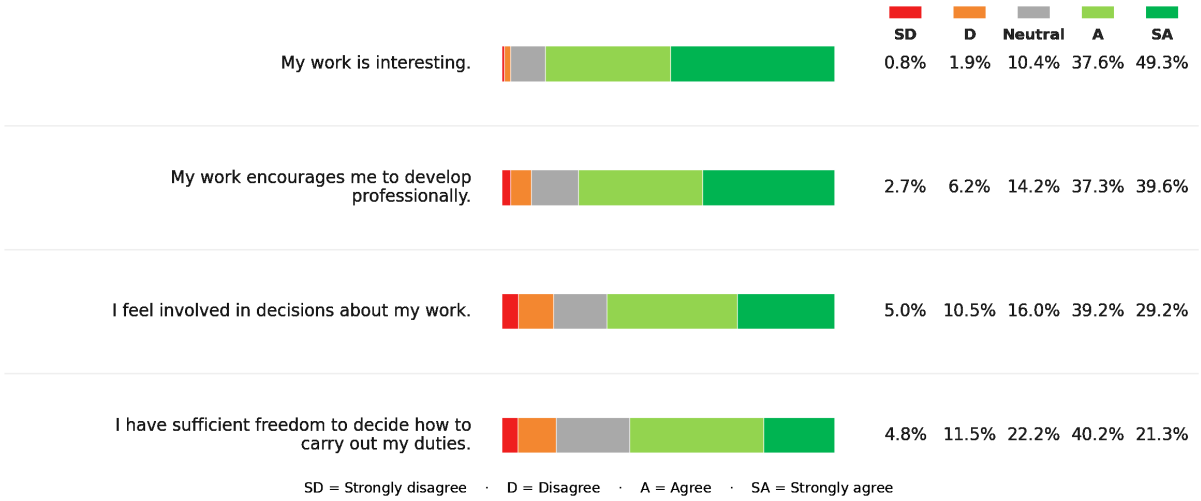


Figure 18. *Distribution of responses to the My work statements*

My team

The My team index fell slightly, reaching its lowest level since 2019. The score remains high, although the gap between the Bulgarian and UK scores persisted in this year's survey.

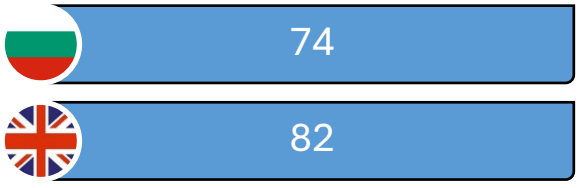


Image 4. *My team scores in Bulgaria and the UK*

The statements on being able to rely on colleagues and feeling respected attracted the highest proportions of positive responses. Scores were lower for discussing improvements together, receiving support for new approaches and the absence of conflict. These items capture some of the conditions associated with team learning. They do not comprehensively assess psychological safety or establish whether structured learning processes are in place. Moynihan and Landuyt define 'learning forums' as regular occasions for discussing information and follow-up action (2009, p. 1099). In their cross-sectional sample of US state agencies, they found the strongest association for work groups acting as learning forums (p. 1101). This finding supports the recommendation to provide regular opportunities for discussion, although a causal effect cannot be assumed in Bulgaria's public administration.

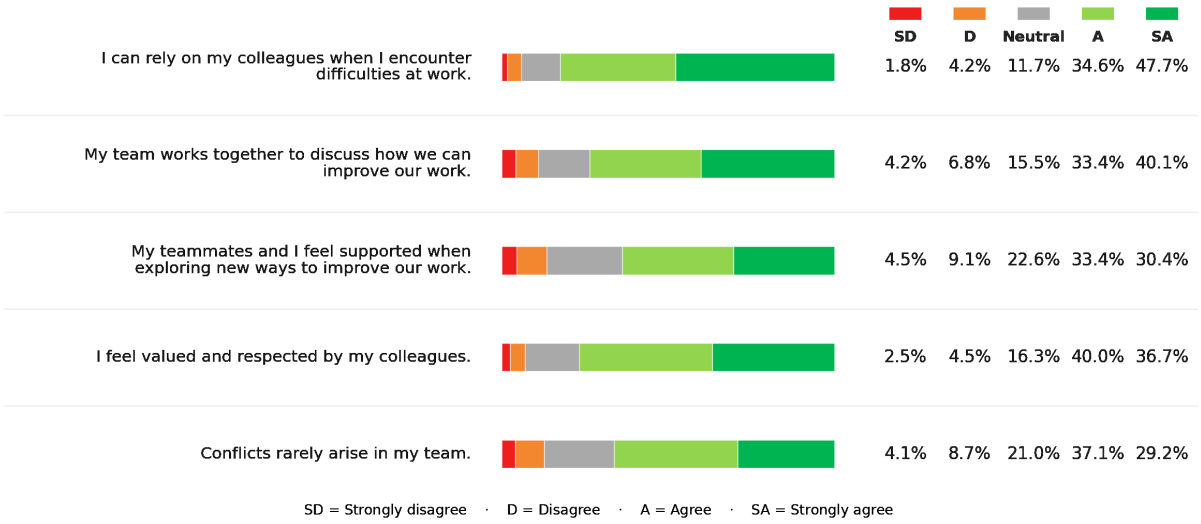


Figure 19. *Distribution of responses to the My team statements*

Resources and workload

The Resources and workload index fell markedly to its lowest level since 2019. The Bulgarian score remains well below the UK score.

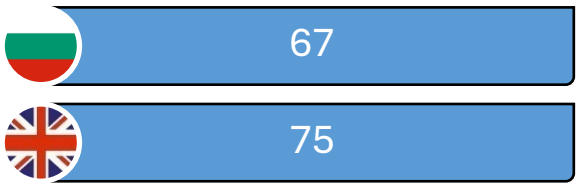


Image 5. Resources and workload scores in Bulgaria and the UK

Respondents gave more positive ratings for access to support, equipment and materials, and more critical ratings for excessive workload and work–life balance. These responses identify the items that bring down the index. The survey did not measure potential causes of workload separately, such as the volume of work, deadlines, staffing levels or the way work is organised, so it cannot establish which of these accounts for the ratings.

The decline in 2026 suggests that workload is becoming an important consideration in how employees assess their working environment. Respondents in management positions and staff in specialist posts with analytical and/or supervisory functions felt the most overloaded. Respondents with less than five years of service reported feeling overloaded less often, while those with longer service rated their workload less favourably. Respondents with 5–15 years of

service stood out for reporting both less manageable workloads and a poorer work–life balance. Ratings also varied by type of administrative body. Respondents in executive agencies and in bodies reporting to the National Assembly gave less favourable workload ratings. Staff in the specialised administration also felt more overloaded than their colleagues in the general administration.

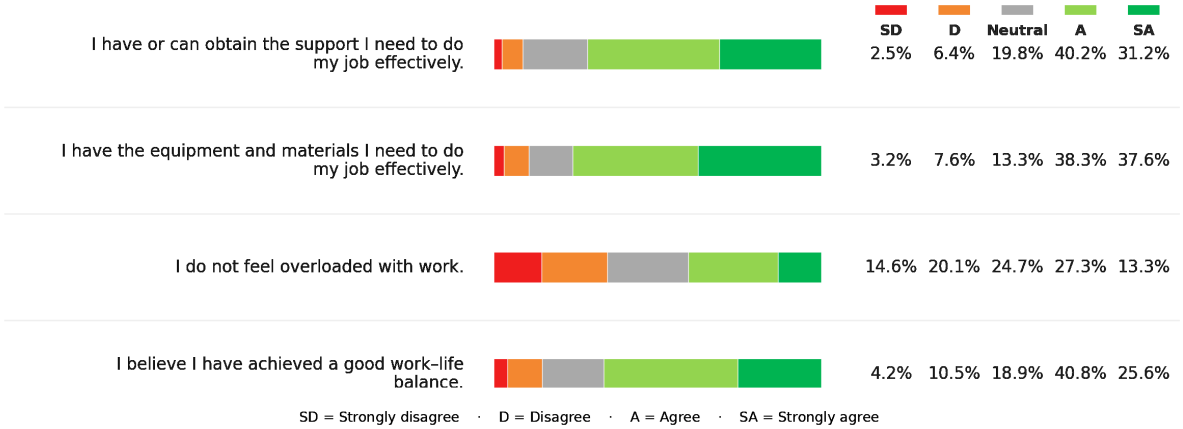


Figure 20. **Distribution of responses to the Resources and workload statements**

Pay

Pay remains the lowest-scoring factor in the model. In 2026 it recorded the largest fall of any factor, returning to the level recorded in the 2019 pilot survey.

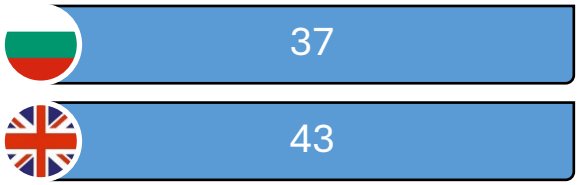


Image 6. Pay scores in Bulgaria and the UK

Critical or neutral responses predominated across all three statements. Few respondents agreed that their pay was fair for the work they did, and overall satisfaction with pay remained low. Respondents were particularly critical when comparing their pay with that of public administration staff in similar positions. For the first time in several years, the Bulgarian score was distinctly lower than the UK score.

Dissatisfaction was widespread, although its extent varied across demographic and organisational groups. Staff in specialist posts with analytical and/or supervisory functions gave the lowest ratings, while senior civil servants and respondents in management positions gave higher ratings. The gap between senior civil servants and specialists with analytical and/or supervisory functions was close to 10 points on the overall index and was particularly apparent in ratings of pay fairness and satisfaction with pay. Respondents aged 35–50 and those with 5–15 years of service also gave lower ratings. There were substantial differences between administrative bodies. Respondents in ministries gave higher ratings, while scores were distinctly lower in state agencies and in bodies reporting to the National Assembly.

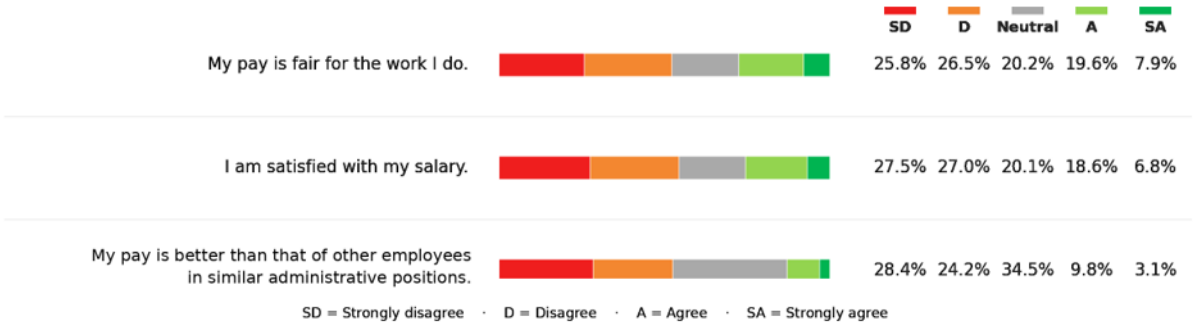


Figure 21. **Distribution of responses to the Pay statements**

Learning and development

The Learning and development index fell by 3 points. The UK score also fell by 2 points from 56 in 2024 to 54. It should be noted that the scores by the UK administration are consistently and significantly lower than the Bulgarian ones for this factor.

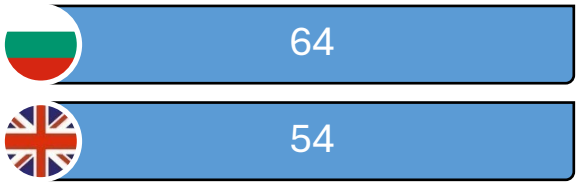


Image 7. **Learning and development scores in Bulgaria and the UK**

Positive responses were more frequent for receiving information or training in good time and for the value the organisation placed on learning than for career development and access to different forms of workplace learning. This difference does not establish whether employees can use what they learn in their work or whether training is an established part of organisational practice. Organisational learning becomes distinct from individual learning or occasional group learning when knowledge becomes embedded in lasting practices, systems and procedures (Crossan, Lane & White, 1999, p. 529). The ability to put learning to use also depends on organisational memory (Huber, 1991, p. 107). Garvin, Edmondson and Gino add that training alone is insufficient without a supportive peer environment, specific learning processes and backing from senior leaders (2008, pp. 1–3). The findings therefore raise a question for further research about how training relates to its practical application and to professional development.

Ratings varied considerably by position. Senior civil servants and managers gave the highest ratings, and staff in specialist posts with analytical and/or supervisory functions gave the lowest. Senior civil servants scored more than 10 index points above specialists with analytical and/or supervisory functions. The gap was particularly apparent in ratings for career development and workplace learning. Respondents with less than five years of service gave the most positive ratings, and those with 5–15 years of service gave the lowest. The difference was around 7.6 points and, according to the analysis, persisted after accounting for age, position and type of administrative body.

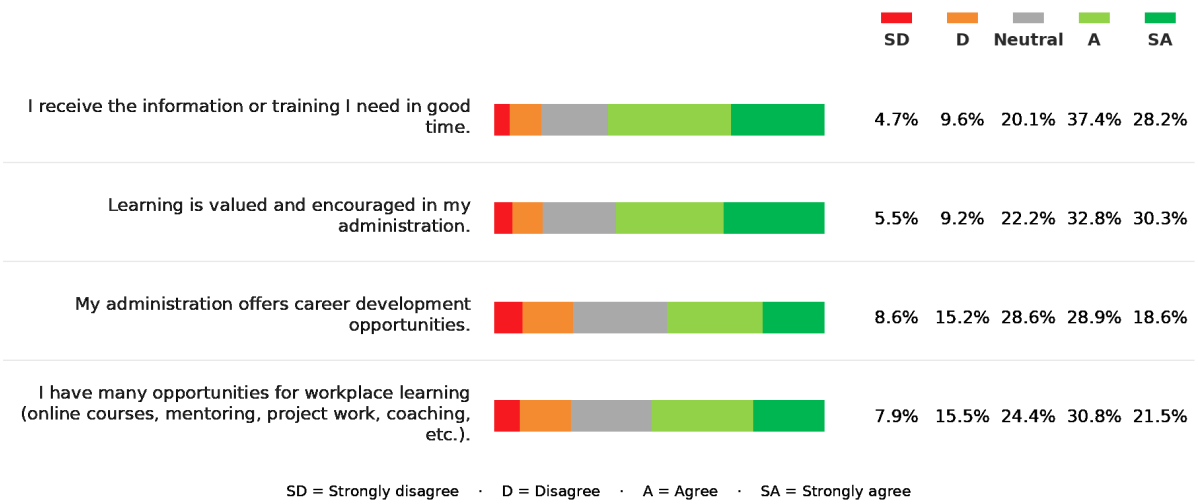


Figure 22. *Distribution of responses to the Learning and development statements*

Organisational objectives

Organisational objectives remains the highest-scoring factor, with the same score as in the previous two years. The Bulgarian score continues to exceed the UK score.

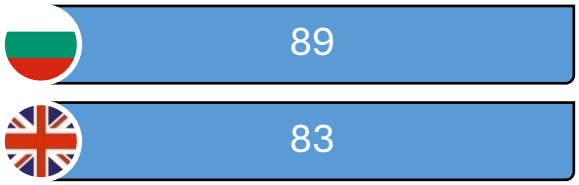


Image 8. *Organisational objectives scores in Bulgaria and the UK*

Positive responses predominated across all statements. Respondents reported that they understood the objectives and tasks assigned to them, what was expected of them and how their own work contributed. This suggests that respondents generally perceive their objectives and roles as clear. The responses provide no direct measure of how well units coordinate their work, the quality of the objectives or the effectiveness of the organisation.

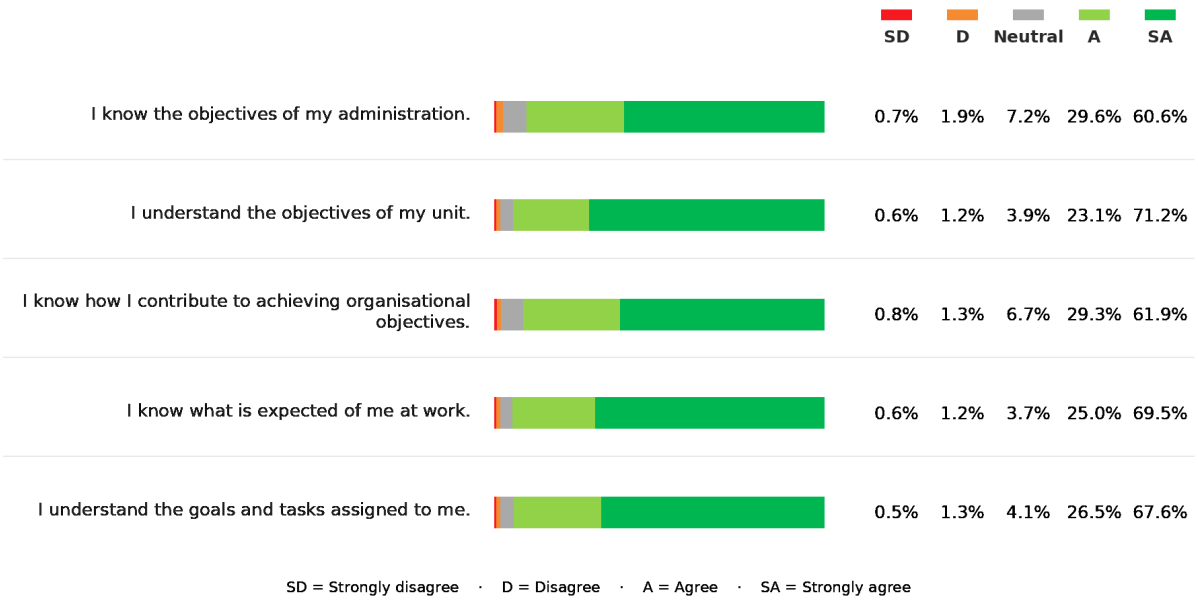


Figure 23. *Distribution of responses to the Organisational objectives statements*

My line manager

The My line manager index fell to its lowest level since 2019. UK civil servants continue to rate their line managers more highly than their Bulgarian counterparts do.

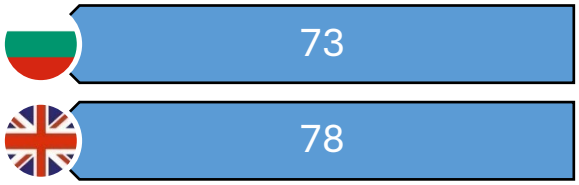


Image 9. **My line manager scores in Bulgaria and the UK**

Respondents gave the highest ratings for practical support, openness to ideas and sound decision-making. Recognition of individual contributions received a lower rating. These differences relate to the specific aspects of line management that respondents assessed. The Barometer does not directly measure the symbolic significance of recognition, its causal effect on employees' sense of belonging or the wider role of line managers. Interpretations along these lines should be treated as hypotheses for further research.

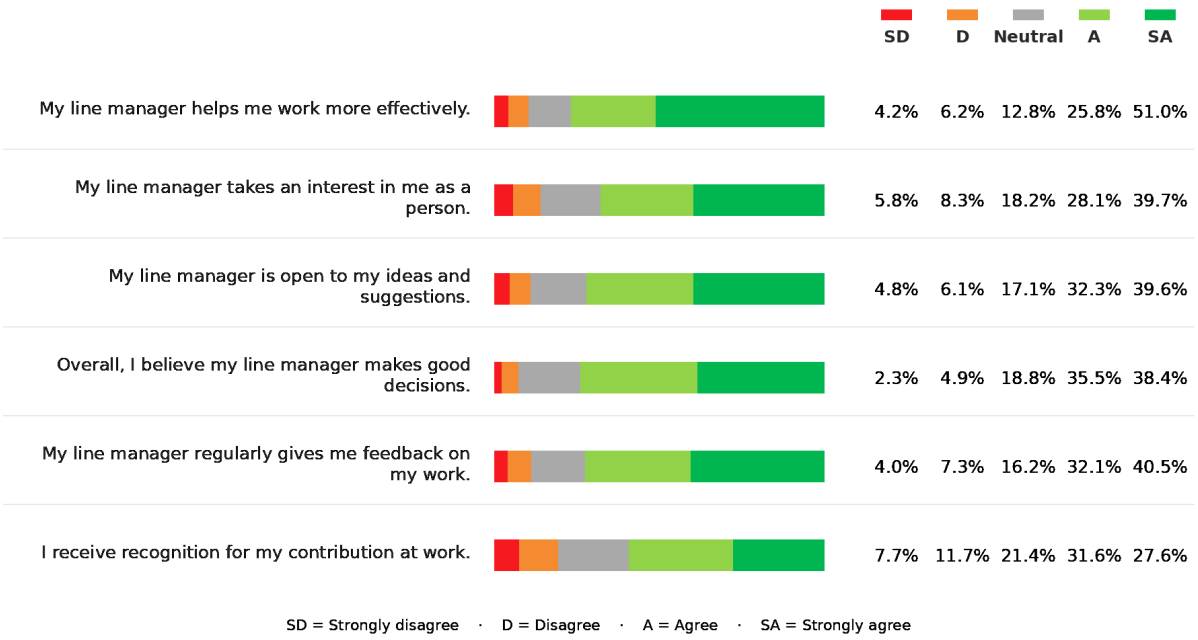


Figure 24. **Distribution of responses to the My line manager statements**

Health and wellbeing at work

The Health and wellbeing at work module covers several aspects of subjective wellbeing and health. Its questions measure overall life satisfaction, a sense of meaning, feelings of happiness and anxiety, and self-rated mental and physical health. The module thus combines cognitive and emotional assessments of wellbeing with general measures of perceived health.

The module was introduced in 2022, when the Barometer first calculated the PERMA wellbeing index. The index draws on the following items:

- My work is interesting (My work).
- My work encourages me to develop professionally (My work).
- I can rely on my colleagues when I encounter difficulties at work (My team).
- Overall, how satisfied are you with your life at present?
- To what extent do you feel that the things you do in life are meaningful and worthwhile?

The PERMA index is a short composite measure that serves as a proxy for wellbeing. Its scale uses one indicator for each of five dimensions: positive emotion, engagement, relationships, meaning and accomplishment. The UK Civil Service People Survey introduced the index in 2012 and has included it ever since. In the UK survey, scores have remained relatively stable, ranging from 72 to 74 over the years.

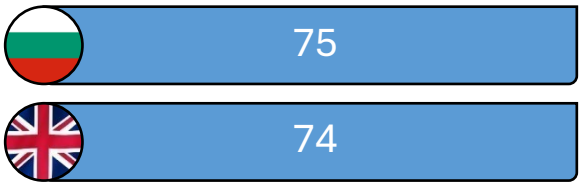


Image 10. *PERMA wellbeing index scores in Bulgaria and the UK*

In the current survey, the Bulgarian public administration again recorded a higher score than the UK Civil Service, as it has done each year since the Barometer introduced the index. The Bulgarian index peaked in 2023 and has remained high over the past three surveys.

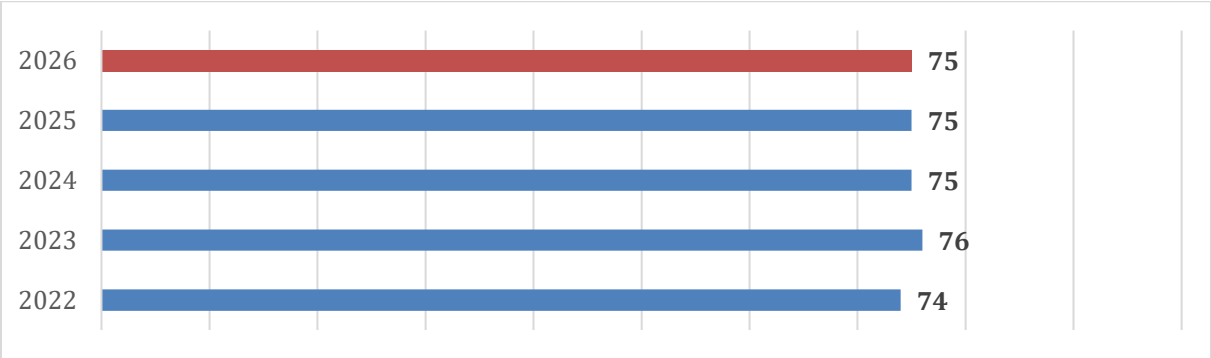


Figure 25. *PERMA wellbeing index in the public administration, 2022–2026*

The indicators in the module fall into two groups. The first covers subjective wellbeing and comprises the following four indicators:

1. Life satisfaction indicates how satisfied people are with their lives as a whole after considering the different areas of their lives. It captures a considered overall assessment rather than a passing mood.
2. A sense that life is meaningful and worthwhile indicates the extent to which people see their lives and the things they do as meaningful, significant and worth the effort.
3. Happiness measures the positive emotional aspect of wellbeing: the general experience of positive emotions and good spirits.
4. Anxiety measures negative emotional experience and psychological tension. Unlike the preceding three indicators, a higher score indicates a less favourable outcome.

Respondents rate the statements on a scale from 0 (strongly disagree) to 10 (strongly agree).

Table 4. Ratings for items in the Health and wellbeing at work module (0–10 scale)

Indicator	Mean	95% confidence interval
Life satisfaction	6.99	6.93–7.05
Sense that life is meaningful and worthwhile	7.50	7.44–7.57
Happiness	7.16	7.10–7.23
Anxiety	4.92	4.84–4.99

The second group of indicators comprises two questions asking respondents to rate their own health, one on mental health and one on physical health.

On average, respondents rated the extent to which they found their activities meaningful and worthwhile at 7.50 out of 10. Mean ratings for happiness and life satisfaction were slightly lower, and the mean anxiety rating was 4.92 on the 0–10 scale. These figures reflect respondents' own assessments. In the absence of a predefined threshold or an external reference value, a score of 4.92 cannot, in itself, be interpreted as indicating high anxiety.

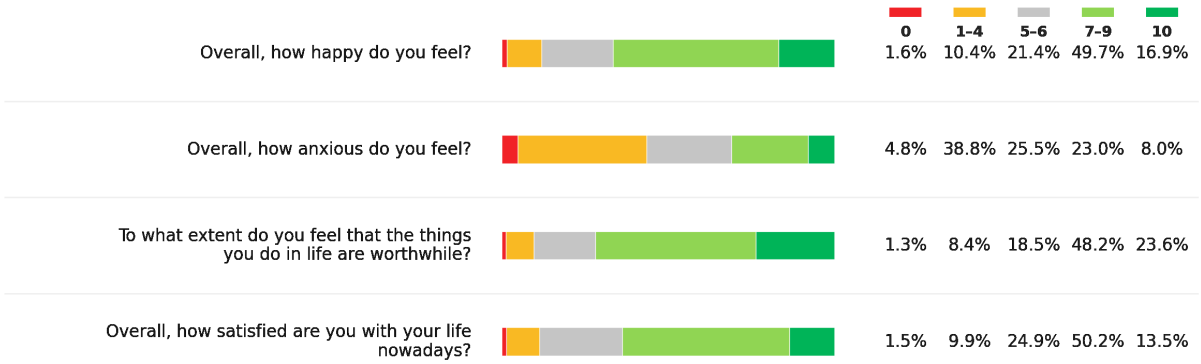


Figure 26. *Distribution of ratings for subjective wellbeing and anxiety*

Respondents rated their mental health more favourably than their physical health. Overall, 78.7% rated their mental health as good or very good, compared with 72.5% for physical health. Respondents selected the middle category, 'fair', more often for physical health (22.4%) than for mental health (16.1%).

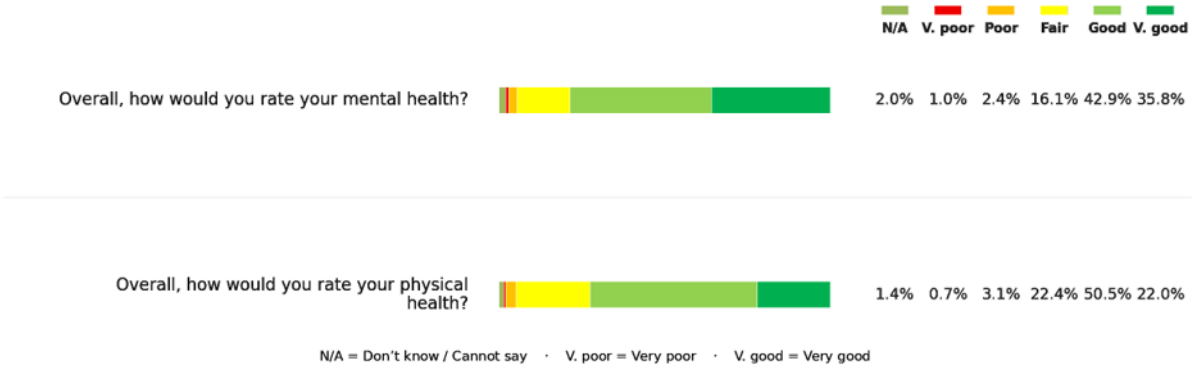


Figure 27. *Distribution of responses to the questions on physical and mental health*

The wellbeing results can be examined alongside ratings of workload, work and team relationships. However, this descriptive analysis does not establish any causal or protective effects between them. PERMA is a short proxy index of subjective wellbeing. It does not measure psychological resilience, assess mental health in clinical terms or identify the causes of anxiety. Self-rated health is likewise no substitute for a clinical assessment.

MAIN FINDINGS AND OBSERVATIONS

The eight editions of the Barometer make it possible to track published aggregate indicators over time. Individual trajectories cannot be traced because a different voluntary sample takes part each year. In 2026, the overall engagement index stood at 68 points, its lowest value since 2019, and several indices of the working environment were lower than in 2025. This series of descriptive findings is consistent with more critical attitudes, but it does not establish that dissatisfaction has gradually accumulated, that particular effects have weakened or what caused the change. Respondents continued to rate the meaningfulness of their work and their relationships with colleagues relatively positively, while their assessments of pay, workload and development were more critical.

Similar patterns emerge from the comparative survey conducted by the Organisation for Economic Co-operation and Development (OECD) among central government employees in eight European countries. Nearly two thirds of respondents identified with their organisation's mission, and a substantial proportion took pride in their work and regarded it as a calling. Yet fewer than half saw a realistic prospect of professional development in their current role. This reveals a gap between the importance of development for engagement and the opportunities public administrations actually offer (OECD, 2025b, pp. 87–89). Engagement is higher in organisations that offer opportunities for professional development, have capable senior leaders, value employees' ability to work independently and make effective use of their competencies (OECD, 2025b, pp. 40–41, 69–70, 81–82).

Relationships with colleagues remain among the more favourably rated aspects of work. This suggests that respondents feel they can count on support and respect within their immediate team. These ratings do not measure organisational resilience or the ability of public bodies to sustain performance during a crisis. The research literature offers a framework for interpreting this finding: the freedom to ask questions, acknowledge mistakes and voice disagreement is an important condition for learning (Garvin, Edmondson & Gino, 2008, p. 2).

European initiatives to develop administrative capacity place particular emphasis on building a workforce that is competent, adaptable and able to learn. The priorities of the ComPAct initiative include developing skills in public administration, modernising human resource management, building leadership and digital competencies, sharing expertise and preparing staff for current and future challenges (European Commission, 2023, pp. 8–13). In support of one of the actions envisaged under ComPAct, the European Commission produced EUPACK 2024: Analytical Report on the Use of Competencies in Public Administrations. The report examines the use of competency frameworks in the central administrations of EU Member States and supports the development of a 'core competencies passport' for positions and roles in public administration. The passport is intended to support modern human resource policies, help administrations prepare for future skills needs and facilitate the mobility of civil servants within the EU (European Commission, 2025, p. 3, pp. 42–47). The report shows how competency frameworks can provide a common reference point for workforce planning, selection and promotion, performance appraisal, identifying training and development needs, and designing career paths (European Commission, 2025, p. 9, pp. 28–29). The areas most frequently covered by the frameworks reviewed include leadership and people management, collaboration and teamwork, analytical thinking, a focus on results, independent working, digital skills and the ability to adapt to and support change (European Commission, 2025, pp. 26–27, 65–68).

The Barometer findings raise questions about leadership, autonomy, team discussions, learning and career development. They do not establish whether there is in fact a gap in the institutional links between training, the application of knowledge and career progression. The literature explains why these links merit investigation. Organisational learning depends on embedding what

individual employees learn in organisational practice (Crossan, Lane & White, 1999, p. 529), retaining and retrieving what has been learned (Huber, 1991, p. 107), and connecting the capabilities of individuals (Cohen & Levinthal, 1990, p. 133).

The practical recommendation is that public bodies should track participation in training and follow up on how employees apply, share and document what they learn and incorporate it into their work processes.

Specialists and respondents with 5–15 years of service gave lower ratings for engagement, development, workload and pay. These differences between groups warrant further analysis. The Barometer does not measure intentions to leave, so the findings cannot establish whether the risk of staff leaving is increasing. That would require a separate indicator or a longitudinal study.

The digital transformation of public administration also merits renewed attention. Earlier editions of the Barometer repeatedly recommended accelerating the digitalisation and automation of work processes. Those recommendations remain relevant in 2026, but their implications extend beyond the provision of technology. Artificial intelligence is changing how decisions are made at work and the professional skills that public administration staff need to possess and develop. Access to technical tools alone is insufficient. An organisation's absorptive capacity depends on prior related knowledge and the links between individuals' capabilities (Cohen & Levinthal, 1990, pp. 128, 133). Organisations also face a tension between using established competencies and experimenting with new alternatives (March, 1991, pp. 71, 85). Public administration staff need to be able to work with data, understand and analyse AI-generated content and recognise the risks it presents. Digital skills should therefore be a priority. Alongside training, staff need rules, time to experiment safely and to share and document their experience, and ways to assess longer-term consequences that may lie beyond their immediate 'learning horizon' (Senge, 1990, pp. 23–24).

The Pay index fell from its 2025 level and now stands at its 2019 level. Taken together, the scores for pay, workload and development show that respondents gave more critical ratings in several areas. They do not establish an interaction between these areas or a causal effect on engagement.

The findings from this and earlier editions of the survey point to several priorities for development.

First, examine and strengthen the links between competency frameworks, staff selection, job descriptions, appraisal, training and career development. The more critical ratings for development in the Barometer support this priority.

Second, develop leadership practices that encourage managers to ask questions, listen, give constructive feedback, invite open debate and reflect on results. The literature identifies these behaviours as conducive to learning (Garvin, Edmondson & Gino, 2008, p. 3). In the public sector, formal structures need to be combined with a supportive organisational culture (Moynihan & Landuyt, 2009, p. 1102). The Barometer records respondents' perceptions and does not assess the causal effects of individual leadership interventions.

Third, pilot and evaluate clearer routes for career and specialist development, including specialisations, project roles, mentoring and opportunities to apply new skills. This priority reflects the more critical ratings for career development and workplace learning, particularly among specialists and employees with 5–15 years of service. The effects of specific measures require further evaluation.

Fourth, identify the causes of excessive workload in individual public bodies and staff groups, then pilot measures to address task allocation, deadlines, resources and time for recovery. Respondents reported difficulties managing their workload, but the survey does not distinguish between the possible causes. Technology may form part of the solution once

work processes, risks and the competencies needed have been assessed. Its effect on workload should be measured rather than assumed.

The main finding for the 2026 sample is that relatively positive assessments of the meaningfulness of work, the clarity of objectives and relationships with colleagues coexist with more critical assessments of pay, workload and development. The proposed measures should be piloted using predefined indicators and evaluated afterwards. This would help public bodies turn the experience of individuals and teams into learning practices that can be evaluated and embedded in the organisation (Crossan, Lane & White, 1999, p. 529; Huber, 1991, p. 107).

Appendix: Questionnaire

My work

1. My work is interesting.
2. My work encourages me to develop professionally.
3. I feel involved in decisions about my work.
4. I have enough freedom to decide how to carry out my duties.

Organisational objectives

5. I know what my organisation's objectives are.
6. I am clear about the objectives of the unit I work in.
7. I know how I contribute to achieving my organisation's objectives.
8. I know what is expected of me at work.
9. I am clear about the objectives and tasks I am given.

My line manager

10. My line manager helps me to be more effective in my work.
11. My line manager takes an interest in me as a person.
12. My line manager is open to my ideas and suggestions.
13. Overall, I think my line manager makes sound decisions.
14. My line manager regularly gives me feedback on my work.
15. I receive recognition for my contribution at work.

My team

16. I can rely on my colleagues when I encounter difficulties at work.
17. In my team, we think about and discuss how we can improve our work.
18. My teammates and I feel supported when we look for new ways to improve our work.
19. I feel valued and respected by my colleagues.
20. Conflict very rarely arises in my team.

Learning and development

21. I receive the information or training I need in good time.
22. My organisation values and encourages learning.
23. My organisation offers opportunities for career development.
24. I have many opportunities to learn at work (for example, through online courses, mentoring, project work and coaching).

Resources and workload

25. I have, or can get, the support I need to do my job effectively.
26. I have the equipment and materials I need to do my job effectively.
27. I do not feel overloaded at work.
28. I think I have achieved a good work–life balance.

Pay

29. My pay is fair for the work I do.
30. I am satisfied with my salary.
31. My pay is better than that of other employees in similar positions in the public administration.

Leadership and change management

32. I think my organisation is well led.
33. The actions of my organisation's leadership reflect its values and objectives.
34. My organisation's leadership manages change effectively when it is needed.
35. My organisation's leadership encourages people to think critically and put forward new ideas.

Engagement

36. I feel proud when I tell people where I work.
37. I would recommend my organisation as a very good place to work.
38. I feel attached to the organisation I work for.
39. When I talk about my organisation, I tend to say 'we' rather than 'they'.
40. I have formed friendships with colleagues in my organisation.
41. My organisation motivates me to do my best.

Health and wellbeing at work

1. Overall, how satisfied are you with your life at present?
2. To what extent do you feel that the things you do in life are meaningful and worthwhile?
3. Overall, how happy do you feel?
4. Overall, how anxious do you feel?
5. Overall, how would you rate your mental health?
6. Overall, how would you rate your physical health?

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Appendix: Percentage of positive responses to the statements in the *Employee Engagement Barometer*

Statement	2019	2020	2021	2022	2023	2024	2025
My work is interesting.	93.0%	90.0%	91.0%	87.8%	89.3%	87.5%	87.6%
My work encourages me to develop professionally.	82.0%	83.0%	84.0%	77.9%	78.7%	77.5%	77.7%
I feel involved in decisions about my work.	74.0%	77.0%	76.0%	73.0%	70.1%	67.5%	69.1%
I have enough freedom to decide how to carry out my duties.	72.0%	72.0%	72.0%	67.2%	66.0%	62.7%	64.4%
I know what my organisation's objectives are.	94.0%	93.0%	94.0%	92.4%	90.8%	89.8%	91.1%
I am clear about the objectives of the unit I work in.	96.0%	96.0%	97.0%	95.6%	94.3%	93.7%	94.1%
I know how I contribute to achieving my organisation's objectives.	94.0%	93.0%	94.0%	92.6%	91.4%	89.9%	90.7%
I know what is expected of me at work.	95.0%	96.0%	95.0%	94.7%	94.5%	94.4%	94.5%
I am clear about the objectives and tasks I am given.	96.0%	95.0%	96.0%	95.8%	94.6%	94.7%	94.3%
My line manager helps me to be more effective in my work.	81.0%	82.0%	82.0%	81.4%	79.9%	78.7%	78.7%
My line manager takes an interest in me as a person.	75.0%	74.0%	74.0%	74.7%	70.6%	68.6%	68.6%
My line manager is open to my ideas and suggestions.	79.0%	80.0%	79.0%	78.0%	74.5%	72.7%	72.7%
Overall, I think my line manager makes sound decisions.	84.0%	82.0%	81.0%	80.4%	77.6%	76.4%	76.4%

Statement	2019	2020	2021	2022	2023	2024	2025
My line manager regularly gives me feedback on my work.	79.0%	79.0%	79.0%	79.0%	74.7%	73.9%	73.9%
I receive recognition for my contribution at work.	69.0%	67.0%	69.0%	65.4%	62.1%	62.0%	62.0%
I can rely on my colleagues when I encounter difficulties at work.	90.0%	88.0%	89.0%	87.8%	74.7%	85.0%	85.4%
In my team, we think about and discuss how we can improve our work.	80.0%	81.0%	80.0%	80.0%	62.1%	75.3%	75.8%
My teammates and I feel supported when we look for new ways to improve our work.	73.0%	74.0%	72.0%	73.1%	85.7%	66.1%	67.2%
I feel valued and respected by my colleagues.	89.0%	83.0%	84.0%	82.3%	75.2%	78.1%	79.3%
Conflict very rarely arises in my team.	80.0%	74.0%	75.0%	72.7%	67.2%	68.2%	69.3%
I receive the information or training I need in good time.	72.0%	72.0%	74.0%	71.9%	71.0%	68.1%	69.8%
My organisation values and encourages learning.	71.0%	69.0%	71.0%	68.0%	67.2%	65.3%	68.1%
My organisation offers opportunities for career development.	56.0%	54.0%	57.0%	52.6%	51.4%	50.9%	52.5%
I have many opportunities to learn at work (for example, through online courses, mentoring, project work and coaching).	53.0%	53.0%	60.0%	52.4%	57.2%	54.0%	58.5%
I have, or can get, the support I need to do my job effectively.	84.0%	84.0%	85.0%	83.9%	76.3%	74.6%	76.5%
I have the equipment and materials I need to do my job effectively.	79.0%	84.0%	84.0%	78.9%	79.7%	79.9%	82.5%

Statement	2019	2020	2021	2022	2023	2024	2025
I do not feel overloaded at work.	55.0%	53.0%	51.0%	45.8%	47.1%	43.8%	46.2%
I think I have achieved a good work–life balance.	79.0%	77.0%	76.0%	72.8%	72.5%	70.0%	70.8%
My pay is fair for the work I do.	39.0%	20.0%	46.0%	30.3%	30.0%	37.1%	32.4%
I am satisfied with my salary.	38.0%	40.0%	45.0%	28.6%	27.8%	36.1%	31.0%
My pay is better than that of other employees in similar positions in the public administration.	29.0%	41.0%	20.0%	16.0%	15.8%	18.5%	14.9%
I think my organisation is well led.	73.8%	60.0%	73.0%	70.6%	67.8%	66.4%	67.1%
The actions of my organisation's leadership reflect its values and objectives.	79.2%	63.0%	76.0%	73.7%	70.2%	69.3%	69.9%
My organisation's leadership manages change effectively when it is needed.	72.0%	60.0%	72.0%	69.5%	65.3%	63.4%	64.5%
My organisation's leadership encourages people to think critically and put forward new ideas.	61.4%	57.0%	61.0%	59.0%	55.5%	52.5%	55.4%
I feel proud when I tell people where I work.	68.2%	64.0%	66.0%	61.1%	61.1%	64.8%	63.7%
I would recommend my organisation as a very good place to work.	62.4%	59.0%	63.0%	55.9%	56.7%	79.8%	79.4%
I feel attached to the organisation I work for.	76.7%	70.0%	72.0%	67.8%	66.7%	74.5%	74.3%
When I talk about my organisation, I tend to say 'we' rather than 'they'.	83.1%	80.0%	81.0%	79.2%	77.2%	64.9%	64.1%
I have formed friendships with colleagues in my organisation.	89.0%	83.0%	83.0%	80.6%	81.7%	55.9%	55.0%

Statement	2019	2020	2021	2022	2023	2024	2025
My organisation motivates me to do my best.	69.8%	69.0%	71.0%	67.0%	64.7%	59.3%	59.6%

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