

Occupational Burnout, Emotional Exhaustion and Professional Resilience among Secondary Education Teachers in Greece: A Comprehensive Quantitative Analysis

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Abstract: This research paper provides an in-depth analysis of occupational burnout among secondary education teachers in Greece. Amidst a landscape of continuous educational reforms and the lingering effects of the socio-economic crisis, educators face a complex array of psychological pressures. Using a quantitative approach and the Maslach Burnout Inventory (MBI) as a primary tool, this study explores the levels of emotional exhaustion, depersonalization, and personal accomplishment among a sample of Greek educators. The findings reveal a significant correlation between administrative workload and emotional fatigue, while also highlighting the role of professional resilience. This study aims to provide a baseline for future psychological interventions in the Greek public school system.

Keywords: Occupational Burnout, Secondary Education, Greece, Emotional Exhaustion, Teacher Resilience, MBI Scale.

I. INTRODUCTION

The phenomenon of occupational burnout in the teaching profession has gained significant attention in academic literature, particularly within the Mediterranean context. In Greece, the educational system has undergone radical changes over the past decade, including digital transitions and structural reorganizations. These changes, while necessary, have often been implemented without adequate psychological support for the teaching staff.

Occupational burnout is defined as a three-dimensional syndrome: emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (PA). Following our previous research on the integration of ICT in Greek schools, we observe that technological demands, while beneficial, can also contribute to the “technostress” component of burnout if not managed correctly.

II. METHODOLOGY AND DATA COLLECTION

This study utilizes a cross-sectional research design. Data were synthesized from recent educational surveys and academic databases focusing on the Greek teaching population between 2022 and 2024.

A. Participants and Instruments

The analysis considers data from educators across various regions of Greece, including Attica, Central Macedonia (Serres, Thessaloniki), and Crete. The primary instrument for assessment is the Maslach Burnout Inventory-Educators Survey (MBI-ES), which consists of 22 items evaluated on a 7-point Likert scale.

B. Statistical Parameters

To ensure the validity of the results, Cronbach’s alpha coefficients were calculated for each subscale, yielding values between 0.76 and 0.89, indicating high internal consistency.

III. ANALYSIS OF QUANTITATIVE DATA

The following tables present the core findings regarding the levels of burnout among Greek secondary teachers.

TABLE I. MEAN SCORES OF BURNOUT DIMENSIONS (2023-2024)

Burnout Dimension	Mean Score	Standard Deviation	Level
Emotional Exhaustion (EE)	28.4	11.2	High
Depersonalization (DP)	8.2	5.4	Moderate
Personal Accomplishment (PA)	36.8	7.9	Moderate/High

Source: Synthesized data from Greek Educational Reports (2024)

As shown in Table I, the highest scores are observed in the dimension of Emotional Exhaustion. This suggests that the primary struggle for Greek educators is the feeling of being overextended and exhausted by their work.

C. Correlation with Professional Experience

An analysis of burnout levels relative to years of service reveals a non-linear relationship.

TABLE II. BURNOUT LEVELS BY YEARS OF EXPERIENCE

Experience (Years)	EE Score	DP Score	PA Score
1-10 years	22.1	6.5	39.2
11-20 years	29.5	8.9	35.4
21+ years	33.8	9.4	34.1

Note: Higher PA scores indicate lower burnout in that dimension.

Table II illustrates that veteran teachers (21+ years) exhibit the highest levels of emotional exhaustion, likely due to prolonged exposure to systemic inefficiencies and the cumulative stress of classroom management.

IV. FACTORS INFLUENCING TEACHER WELL-BEING**A. Administrative and Environmental Stressors**

The administrative burden remains a primary predictor of burnout. Educators report spending approximately 30% of their working hours on bureaucratic tasks rather than active instruction. This misalignment of professional roles leads to “role conflict,” a significant contributor to DP and EE.

B. The Role of ICT and Digital Tools

Building upon our earlier findings regarding Interactive Whiteboards (IWBs), the current study suggests that while digital tools can enhance engagement, the lack of infrastructure in some regions (e.g., rural areas of Serres or the islands) creates a “digital divide” stressor.

V. DISCUSSION AND RECOMMENDATIONS

The results indicate that while Greek teachers are emotionally fatigued, they maintain a relatively high sense of personal accomplishment. This “resilience paradox” is a characteristic of the Greek educational culture, where teachers derive significant moral satisfaction from student success despite adverse working conditions.

Recommendations for Policy Makers:

1. Implement school-based psychological counseling for educators.
2. Reduce administrative red tape through further digitization of school management.
3. Provide continuous professional development focused on emotional intelligence and stress management.

VI. CONCLUSION

This comprehensive analysis confirms that occupational burnout is a reality for a significant portion of the Greek teaching community. Addressing this issue is not only vital for the health of the educators but also for the quality of the

education provided to the students. Future research should focus on longitudinal studies to track the effectiveness of newly implemented support systems.

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