Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece

Abstract

Purpose
To identify the specific sources of occupational stress and the professional burnout experienced by teachers working in Greek primary and secondary schools. A special emphasis is given to gender and age differences.

Design/methodology/approach
– A cross-sectional design was used. Two self-report measures were administered to a sample of 493 primary and secondary school teachers, a self-report rating scale of specific occupational stressors and the Maslach Burnout Inventory (education version).

Findings
The most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment and handling students with “difficult” behaviour. Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion.

Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they receive from the government.

Practical implications
The findings will help to implement effective primary and secondary level prevention programmes against occupational stress taking into account how males and females and younger and older teachers perceive stress at work.

Originality/value
The study is a significant addition to the teacher stress and burnout literature, especially in Greece where few relevant studies exist dealing with these problems.

Keywords
Greece, Teachers, Stress, Gender, Discrimination

Citation

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High school teacher Tina Teague suggests branching out, especially if the atmosphere is tense in your school. She started attending trainings and workshops in her school district in order to meet teachers outside of her school. “You need people that can lend an ear that you can trust to not repeat things you say in confidence,” she says. Don't Get Bogged Down Do Empower Yourself.

High school chemistry teacher Linda D. says, “I have a passion for helping new teachers, so when I get too stressed, I try to help those around me. I mentor a new/struggling teacher every year, and it reminds me that I'm doing something right.” Posted by Elizabeth Mulvahill. Concerning gender differences, women exhibited significant lower levels of 'emotional exhaustion' (F= 5.770, p= .018 και η2p= .038) and higher levels of job satisfaction with 'working conditions' (F= 6.349, p= .013 και η2p= .041) than men. Moreover, the participants who were 30 years old or younger were significantly less satisfied with the 'supervision' (F= 5.533, p=.020, η2p= .036) than those who were above 30 years old. In Greece, our literature review suggested that there is no published research study examining the job satisfaction and burnout of professionals working with children with disabilities. The MBI scale has been used in Greece regarding the onset of the burnout syndrome (1,20,33,49), with acceptable validity and reliability evidence. One of such factors is occupational stress. This study was created to identify whether certain personality traits are related to the stress level of teachers. Hypothesis 1: Socially prescribed perfectionism will be positively correlated with higher occupational stress level in Russian primary and secondary school teachers. Out of ten major stressors in teachers, being evaluated by others is one of the main problems related to teaching[9]. In addition, “perceived pressure from students’ parents was positively related to burnout”[13]. The aim of this study is to explore the links between occupational stress and three types of perfectionism in school teachers with the goal to contribute to the previous research in this area by providing findings on the Russian population. Gender differences among teachers in burnout, occupational stress, self-efficacy and job satisfaction were reported. This study aimed to clarify gender differences in the relationships between perceived individual-level occupational stress and HAC among Japanese teachers. A cross-sectional study was conducted in 2013 and a total of 723 male and 476 female teachers remained after excluding non-drinkers. Perceived individual-level occupational stress was assessed using the Generic Job Stress Questionnaire. HAC was defined as ethanol consumption greater than or equal to 280 g in 1 week for male t...