

**Development of A Scale/Inventory To Measure Educators’
Professional Adaptation of Educators (Job Satisfaction, Stress And Burn-out)**

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Abstract

An educator’s profession has been underestimated by Greek society (low salaries, hard working conditions, lack of teaching materials, work load etc). The educator is the person who transmits tradition, knowledge and ideals of a society to the younger generation. Nowadays, however, access to cultural capital, information and knowledge has become part of the social hierarchy and has to do with variables, such as social evolution and professional security. The educator is part of this socialization process young people go through and has a heavier burden to bear, since he/she works under the most stressful circumstances (that is having to face parents’ expectations, achieve educational aims, deal with children with special needs or learning difficulties, changes in the educational system and new information), which may lead to a burn-out. Factors such as job satisfaction, anxiety and exhaustion influence teacher’s teaching performance, as well as his or her dedication to education and school environment. In this study, an attempt has been made to develop a school adaptation scale and eventually to administer it to school executives, psychologists and educators, in order to measure school adaptation draw conclusions on this matter.

Key words: job satisfaction, anxiety at work, burn-out, motivation, social capital

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Introduction

Sociological review

The changes in the productive system and the used means which came to pass in post-war period in Greece altered up the occupation facts and led to the standardization of civil services processes and new original roles for the employees which from time to time coincided with the trade union movements. These roles deviated from time to time, following the times and demands of global economy. Two counter-balancing tendencies defined the work conditions generally. On the one hand, the emphasis was placed on the personality of the employee and the variables that influence his/her efficiency (anxiety, exhaustion, job satisfaction motivation and objective work conditions, from a micro level analysis point of view).

On the other hand, there has been a sudden increase of competition at work, the degeneration of the government welfare system, unemployment, productive globalization, the unstable work conditions and the ever changing unsteady economic environment (macro level).

Work became part of the social life and its interaction with the system became bi-directional. The new occupational trends imply that motives are defined by variables oriented towards the increase of the employee's. The level of education and the average income has simultaneously improved, resulting in the alteration of the employees' expectations, as far as quality in job relationships is concerned.

As a social reconstruction, education has always incorporated timely or out of date-evolution and adoption of either work conditions or ideology. It reflected not only social and historic transformation but also the mythology which started being generated, depending on the political and economic system of the time. Social transformation, status alteration, polysemy in the educator and pupil's have been expressed in a multitude of ways within the educational framework, and is accepted in a multitude of ways in the educational framework depending on the social priorities of the time.

Durkheim pointed out that the government that is interested in controlling the educational process predefines its basic social principles which it will teach and demands that pupils respect these values and ideas. The educator represents the government. He/She does not transmit his/her personal ideology, since he/she is attached to the mainstream values and ideology of society. In this way they help in making people productive through that specific sociological process.

Marxist theories claim that education perpetuates social inequalities through curriculum, which is streamlined towards the higher social status. Furthermore, the school curriculum teaches obedience and respect towards authority preparing students to the hierarchical structure and the unfair distribution

of work. Pupils are misled when they believe that the educational system is based on objective evaluation and that success depends on hard work and results. These facts are something that the current social hierarchy legitimizes. The simple minded educator is nothing but a pawn of this system. Personality and teaching styles are disregarded in Marxist theories since they emphasize the macro- levels of the sociology of the educational process.

Structuralists and Marxist see/consider education as a part of society in general. The daily routine of the educationist and students administrative services are defined by the needs of society, economy and stratification. These macro approaches consider the person as a product of socialization without taking into account autonomy, creativity and freedom.

Mass production in the 20th century has changed the role of school into a stylized, homogenic system of education, placing emphasis on the formation of well informed employees who would take up their posts and help in the rapid evolution of industry. Life long education has become part of the education policy, since production depends heavily on skilled and knowledgeable employees.

Polarization which was brought on by the industrial model accelerated the creation of the Sociology of Education which turned its attention to interaction within the class. Theorists claim that there is often a discrepancy between the educator's point of view and his/her actions in class. Furthermore, the limitations in education due to lack of sources is not considered either. The modern view point connects school performance with the philosophy of the school syllabus and other factors which were not of significant value until recently, such as the educator's personality, his/her leadership qualities, his/her abilities, motivation and job satisfaction and as well as his/her active participation in society and social capital, to which he/she belongs.

Educators' attitudes of educators within and out of their teaching framework often delineate the model of the good or bad educator and define their every day practice.

Student-centered pedagogic approaches have shown a need for a more critical analysis of the educator's characteristics, since he/she is the one who implements the pedagogic practice in the school's framework. Factors such as job stress and exhaustion, motivation, satisfaction, social capital and interaction are all part of his performance and teaching methodology.

Recent research supports that social capital is an important factor not only of education but also of its major products (Heynemman 1998). It enhances human/social capital, a must for economic and social development – education promotes social capital and the social network in three basic ways/: with the development of basic social skills in school, such as participation and co-operation, through the participation of a school in community activities, and through the

students' democratic education, with which students learn how to become responsible citizens of a society.

The connection between education and social capital is not that evident at first, it becomes evident rather through its products and mostly through its influence on the culture of a group or an area and the radical changes it causes to a person's psycho synthesis, motives and ways thinking.

To be more precise, Bourdieu (1986-1994) defines social capital as "the amount /sum of real or symbolic sources which is connected to a multi network, lasting in time and correlated to institutionalized relationships of mutual acceptance and recognition". In other words, social capital represents the amount of advantages one gains because he/she belongs to a social network or a group.

To sum up, according to the sociological and psychological theories, we come to the conclusion that an educator is a person who works in a society and is influenced by its history, politics and economic circumstances. He/she is assimilated into the symbolism of the macro and micro levels, and reflects the order of relationships through his/her personality and social interaction. Because of all the above factors he/she influences not only his/her students/pupils but also the way he/she teaches the school curriculum.

This research/thesis is interested in four psychological factors which play an important part in the educator's role and has to do with aspects of the educational output, such as motivation, job satisfaction, job stress and exhaustion/burnout.

Psychological Evaluation Theory.

The theory on job motivation is one of the most important aspects of the organizational theory as it places special emphasis on the creation of interpretation models of employee efficiency, correlating the output with its factors.

The theories of job motivation can be divided into two categories: The ontological, that is these theories trying to interpret context and the type of motivation (Maslow, Herzberg, Mc Gregor ,Alderfer etc). The mechanistic or procedural theories, which concentrate on the behaviour and conditions which either enhance or hinder one in one's job (Vroom, Locke, Boiler / Lawler) .

Abraham Maslow is considered the basic initiator of motivation theory. This theory is based on the hierarchical model of necessity and starts from natural urges such as hunger, thirst, sexual desire and ends up in self-fulfillment necessities, such as utilization of self-dynamics (Kandas 1993). An extension to Maslow's theory is Alderfer's one (1969 – 1972). Alderfer limited the five basic categories of necessity to three: The need to exist, the necessity to create relationships and, finally, the necessity to get developed.

Frederick Herzberg (Herzberg, Mausner & Snyderman 1959) approaches this theory more empirically and grounds it on the methodical approach to critical events. The researcher bring out two factors which assure us for our job satisfaction: The "health" / "hygiene" factors which block out negative feelings/emotions and its consequences and the motivation factor, which makes a worker want to offer more to the work environment.

Douglas McGregor (1960), the social psychologist expressed a dual theory X and Y. On the other hand, according to the first theor, it is only natural for people to abhor work and the only way to improve productivity is through punishment. People who fall under this category feel safe and content when they shirk responsibilities and initiative. On the other hand, those in theory Y are characterized as autonomous and creative. If they are in the proper environment, then this feeling of security brings out their creativity and their abilities, and they are thus able to carry out all the company's, they work for, wishes. Schein (1988), provides a more sociological approach, claiming that the people's behaviour is influenced by social interaction which defines one's character and depend on the work environment one is in.

The theory equity is directly connected to the Gnostic incompatibility theory of Festinger and the theories of social exchange. The theory of Gnostic incompatibility (Festinger, Abelson, Aronson McGuire, Newcomb, Rosenberg Tanncnbaum 1968) refers to the harmonization of the person's beliefs so that they won't clash, causing psychological tension. In order for an employee to be satisfied with his/her job, his/her income demands must tally with the output of his/her work. If the above does not occur/happen the employee cannot justify his/her hard work in order to meet his/her employer's demands (in comparison to his salary). The theory of social exchange (Simpson 1972) refers to the desired benefits one hopes to receive during their social interaction, which hopefully will be higher than if one remains impartial. They compare what they have to offer with what they have to gain, economically or socially, from the people they come into contact with.

The theory of equality/equity (Adams & Rosenbaum 1962) claims that, if an employee realizes an existing or supposed/potential injustice against him/her, he/she reacts by not working up to par. A person's performance entails what the person considers fitting for a job such as his/her work, experience and qualifications. According to Huseman, Hatfield and Miles (1987: 222), when we compare the above and there is a slight imbalance the person feels that he/she is being used and is seized by psychological stress and this stress is expressed in a multitude of ways depending on how the person considers himself/herself to be used. As psychological stress increases his/her work performance decreases and the person looks for ways to even out this feeling of inequality/injustice. According to the above theory when a person feels that others are being unjust his/her behavior changes, until he/she gets the feeling that he/she is offering just as much as he/she

is receiving. When an employee feels that he/she is doing more than he/she should then he/she usually drops his/her standard so that he/she can eradicate that feeling of inequality or he/she will try to gain whatever he/she can from this relationship i.e. he/she can change the balance, in his/her wages, to his/her advantage. People try to alter this inequality by either abandoning their workplace or by favoring activities which will lessen the others profits, when they are compared. The people who feel this injustice but do not anything to change their attitude, opt for the wrong tactics either by changing their attitude towards the importance of the factors of inequality or by altering their “proper” relationship in their workplace (Kantas 1993).

“The need to excel is defined by the person’s urge to distinguish himself/herself and is part of a person’s character which is formed from a young age” (Kantas 1993). According to Murray (1938), people who have high hopes and standards try to overcome obstacles, enforce their authority, and succeed in winning the best way they can (Murray 1938, Landy & Becker 1987). The goals set are usually of average difficulty not too difficult, not too easy. They avoid easy goals as there is no challenge while with the difficult goals they are in danger of failing, thus they usually avoid them.

The theory of expectation (Vroom 1964) tries to explain the way people think, when trying to find alternatives in order to get the most out of a situation. Vroom believes that the intensity of action is the result of three factors: stamina, contribution, anticipation; that is, if one factor is zero the rest cannot multiple and add up, since the continuation of the sum is cut off. (Gordon 1974).

The theory of goals was introduced in 1960 by Ed Locke, who claims that in order to achieve your goal one must have motives and the knowledge of how to define and achieve this goal (Locke 1976). Locke and Laiham (1979) claimed that for a goal to be achieved it must be clearly defined; it should not just be vague. High goals motivate one more, since their fulfillment increases one’s self-esteem as they demand more effort, a specific and systematic methodology and more skills, in general, deriving more satisfaction. According to researchers, analytic goals, which are well founded/grounded, need education, personal consulting, an individual or group mentality. Employees’ general participation is also necessary. Despite the difficult they might face, the goal is the ultimate aim and therefore the feeling of individuality or grouping is of more value.

The expectation theory studies the connection between performance and payment, which is of great importance to the employee especially since the culture and economic system support high productivity and a high economic standards entail the increase in social influence of the individual (Commann, Lower 1973). Resent research supports that productivity/performance is higher, when based on individual and group work and not only on group work itself (Weinstein & Holzbach 1973). On the other hand, there are signs that when payment is directly

connected with performance, a person's natural motivation of man is on a decline (Deci 1972).

Job stress and burnout

The educator's job is highly underestimated in the Greek society and is reflected in low salaries, difficult works conditions, lack of teaching materials and the workload which is not evident in any other department. Sociologically, the educator is the person who transfers tradition, knowledge, ideas and social values to the younger generation. He/she is the one who transforms pupils into social and cultural capital and cultivates skills which are to help children to conform and integrate in society. Access to cultural capital and information in general is quite different from social hierarchy and has to do with variables of social evolution, job security and economic independence.

Despite official suppression, the significance of a role is latent in most people's mind and, especially, in those parents who are aware of the fact that school is the second most important factor of social institution - the family being the first. As a result, an educator's job is further burdened and has more anxiety factors such as: parents expectations, the emulation of education, expansion of knowledge and changes in teaching methodology are all sources of stress which can lead to a burnout.

Stress is part of the challenge which stimulates the educator's interest but also expresses the situation where a person cannot cope with the demands of his/her environment, leading to physical and psychological exhaustion (Fontana 1996). According to Spielberg (1982), if an event is perceived as dangerous, either real or imaginary, the person involved undergoes a state of stress. When the feeling of stress reaches an extreme point, the person is led to low self-esteem, depression and burnout.

According to Cherniss (1980), the psychological detachment from someones work the negative personal changes one undergoes, due to excessive work demands is what people call work/professional burnout. Maslach & Schaufeli (1993), claim that the person's inability to adapt to his/her environment due to chronic stress, which exceeds his/her limits, leads to a burnout. This can be an emotional and a psychological condition which is caused by a long period of anxiety and similar emotional conditions. It is especially evident in people who work with other people.

The first case studies on burnout were carried out by Maslach and Jackson (1981, 1975, 1986). Educator's burnout usually has to do with a wide array of environmental factors:

a) The long awaited appointment and the constant change in teaching posts as a "substitute" teacher.

b) The organizational demands of the school curriculum, with its specific deadlines, in combination with the existing clashes within the programme and lack of support.

c) The personal – psychological factor which can influence an educator : the feeling of self –worth, internal and external control and some other traits in ones character (steadiness, narcissism, perfectionism, competition, availability towards changes etc) or to his/her intellect(malfunction in Gnostic designs, automatic way of thinking which might need reconstruction etc). Last of all there are personal factors which whole groups of educators fall such as: sex, material status, class which they teach and their own academic level etc.

Parallel research has brought forward according to parents, pupils and educators beliefs, that a resourceful teacher should have the following characteristics: integrity, be warm-hearted, enthusiastic, humorous, adaptable and flexible; he/she should be able to exercise his/her judgment, be organized have the proper verbal ability and have an in depth/profound knowledge of his/her speciality. Other factors which are considered vital are that an educator should be just in praise and punishment, be a good leader, keep in touch with parents and be able to create the right class environment. These ideal characteristics add to the stress as they alter the identity of this profession to a servitude which is under constant social surveillance (Giavrimis, Papanis, Klonari, Kitrinou 2007). When emotional burnout changes from temporary to chronic, the educator cannot get across his/her knowledge the way he/she should (Friedman 2000). Negative feelings or indifference can be expressed by the educators as well (negative labelling, natural distancing etc) (Susan 1992) and so can low motivation succeed (Trendall 1989).

Research into educators' burnout and stress, by Kyriacou & Sutcliffe (1977,1979) come to the conclusion that four environmental factors bring about stress : **a)** Children's restless and mischievous behaviour, **b)** Their reluctance to learn, **c)** bad working conditions, **d)** Pressure to fulfil the school syllabus in combination with the low school moral. Phillips & Lee (1980), did some research on American educators and come to the conclusion that educational stress has nothing to do with their personal qualities and that stress factors that have to do with the school environment. Contrary to the above research comes the research by Kremer-Mayon & Kurch (1985), who support the view that the school environment does play an important part when it comes to burnout but they also refer to the factors of personal qualities, supporting the fact that they help bring burnout to the surface.

Kantas (1996), believes that the basic source of an educator's burnout is the heavy workload, the lack of governmental support and central organization in Greek schools. Pupils' academic level, low salary and pupils' indolence, insufficient knowledge and low self-esteem also intensify the problem. Further sources of stress are: bureaucratic work, goals in class unequal delegation of school

work, lack of superior support, lack of communication between teacher – pupil and an unclear image of the teacher's role.

Research on educator's sex and burnout has come up with a variety of results. Schwab Iwanicki (1982), Iwanicki(1983), Anderson & Iwanicki (1984), Schwab, Jackson Schuler (1986) and Koliadis (2000), comment that impersonalization is at a higher level in men than in women in primary and secondary education. Maslach and Jackson (1981) say that woman suffer more than men when it comes to stress in any job (and not only in teaching).

Diachronic research has shown that burnout usually appears at the beginning of one's career and is nothing other than the beginner's anxiety and adaptability, which has no long term consequences (Cherniss 1992).

In the research/study carried out by Pagoropoulou, Koumbia and Giavrimis (2002), on a sample of 411 educators who work in public and private schools of Greek primary education in Attiki, there was a statistic difference in the three dimensions mentioned when it came to the basic studies of the educators. To be more precise educators whose basic studies are from a Pedagogic Academy suffer more from emotional exhaustion and a sense of impersonalization towards their pupils and felt a lesser sense of achievement than those of their colleagues, whose first degree is from a Pedagogic Department of Primary Education. The sense of impersonalization was even higher among single teachers teaching young children (a, b, c class level). Married colleagues felt a higher sense of achievement than their single colleagues, while their sex was irrelevant. Finally, educators who had chosen teaching as their profession suffered less from burnout than those who would have chosen another job, given the opportunity.

In 1996, Kantas examined the psychological and physical exhaustion using the questionnaire: Burnout (MBI : Maslach Burnout inventory) (Maslach Jackson 1986). 143 teachers of primary school and 74 of secondary took part. The result was that teachers of secondary education showed signs of impersonalization and burnout.

There has been research on stress and burnout between educators and other professions. Cox, Mackey, Cox and Watts & Brockley (1978) found that 78% of educators commented that their job was the only source of stress in their lives. Pratt (1976) says that 60,4 % of educators suffer from neurotic anxiety while other professions exhibited 51,1 %. Kyriakou(1980), found that educators suffer more from stress but there was no real evidence that they suffered from psychological disorders more than in other jobs.

Job satisfaction

Job satisfaction is connected to the theory of motivation, and its implementation on the work environment is the most studied variable in the job environment.

Locke (1976), believes that job satisfaction is a positive emotional condition a person undergoes when he/she has evaluated his/her work and finds the conditions favourable, while job dissatisfaction is a condition that appears when there are clashes at work and incompatible factors. Cranny, Smith and Stone (1992), believe that job satisfaction is the sum /gathering of emotional responses one exhibits towards one's job or the attitude one has towards one's job, after comparing what one has gained and what one would like to gain.

Cranny et al (1992) believes that all the definitions which emphasis the emotional factor are sufficient, however, they go beyond that saying that the practical dimension of job satisfaction comes from satisfaction which also coincides with job behaviour (Miner 1992 Brief 1998).

Makri – Botsari and Matsaggoura (2003) did research on 276 educators of primary education in Greece, and found that there were 4 sources of satisfaction: work conditions, parents as well as superiors and colleagues acknowledgement of their work.

International bibliography emphasises/ states that basic factors of job's satisfaction are the variety of available abilities, the importance of the job, the emulation with the job, autonomy and job feedback (Hackman & Oldham 1976) and other factors such as: friendship bonds, conflicts, what is on offer and the workload (Agho 1993) as one of the positive and negative feelings one has when it comes to job satisfaction (James and James 1989, Staw, Bell and Clausen 1986). Arvey, Bouchard, Segal Abraham (1989), did research on monozygotic twins and proved that 30% of the job satisfaction was due to genetic factors.

There are many traits in one's character such as domination, enthusiasm, rules, externalization or privatization of feelings which are either negative or positive towards job satisfaction as far as a career is concerned.

Young, Tokar and Subich (1998) did some research based on Holland's theory (1973,1985). They show that if there is compatibility between a person's personality and the work environment, then the output is of significant value and has an ascending tendency.

Lam, Pine & Baum (2003), checked the relationship between personal and social factors in connection with job satisfaction and found that the postponement of expectations in a work environment and their socialization was quite a significant factor. Subjectivity in combination with what is considered the norm and the stereotypes created are obvious prognostic factors of satisfaction and

resignation. The culture and social background also plays an important post in the educators' adaptability.

DeConick and Stilwell (2004) examine the relationship among many factors such as organization justice, satisfaction in payment, acknowledgement of their work by superiors, dedication and recognition. Every employee forms their ideology according to their pay, in comparison to the other employees. They invest time, money, effort, education, motivation and experience to their work etc. The analogy between gains and offers is a source of satisfaction. When an employee evaluates this relationship he/she develops a feeling of justice. This feeling is a strong prognostic in the work environment of a school.

Furthermore each employee forms his own opinion on what "procedural" justice is. It focuses on the proper procedures and means which are used for the evaluation of the employee. Experience has shown that if employees cannot express their opinion on things such as the evaluation and promotion of their work, on wage freeze they then form a negative attitude towards their superiors (Cotton, Tuttle 1986 Hom & Griffeth, 1991)

Fisher & Gitelson 1983, Jackson, Schwab & Schuler 1986, Mathieu & Zajac 1990, shown that when there is confusion as to one's obligations and rights then the feeling of dissatisfaction increases. Thus, an educational framework should have clearly set out programmes and a defined set of each one's obligations so that this condition can be avoided.

Creating a questionnaire on work adjustment (stress, burnout, job satisfaction)

The questionnaire on adjustment in a workplace was created in order to set out the motivation behind job satisfaction, stress and burnout of educators. Satisfaction, stress and burnout are directly connected with the educator's output of educators and has to do with their devotion to education in the school atmosphere. Emphasis was placed on the definition of meanings and the creation of the questions so that the results could be close to the theories of job adaptation.

Methodology

Sample

The sample of this pilot study consists of 445 educators (217 women and 228 men) aged 24-59 who work in primary (192) and secondary (253) education in Greece. The students from the Sociology and Environmental Department of the Aegean University helped out by collecting this data.

The selection of schools used in the sample was based on the stratum sampling system for the first stag. The criteria used were: urbanization of school, socio-economic criteria of the school area, geographical position, type of school (level), organizations of schools, schools that stopped at one thirty and schools that stopped at four. The choice of method, stratum sampling, was the surest method to get representative results since it eliminated mistakes caused by a wider range at schools. It is worth noting that this is not a milestone questionnaire but just a piloting phase.

In the second phase, the random sampling method was used at the chosen schools; that was necessary in order to decide who would take part in the research.

Process

The questionnaire was created based on the theory analyzed in the introduction. More specifically, the questions concerning the satisfaction among colleagues (colleagues and superiors) was based on the motivation theory of Maslow (1943) and Alderfer (1962-1972). The theory consists of the wish to create friendship bonds, communication and social consistency etc; questions 64, 70 and 48 are a sample of these factors.

Questions that had to do with the willingness to take on responsibilities were based on the X and Y theory of McGregor (1960). Questions 1, 2 and 5 were set according to this theory.

The questions that had to do with job security were based on Maslow's theory (1943) that places it second in importance in the development pyramid; samples of such questions are 4 and 41.

Supporters of the equity theory believe in the equal division of sources, payment and support in the working environment, since they help in adjustment and increase productivity; such questions are number 18.

For some time now research has shown that precise and detailed description of goals, delegation of responsibilities and participation in decision making about the layout and philosophy of an institution increase job satisfaction and help create a climate of companionship, thus avoiding clashes at work (Locke & Latham 1990). The following questions were placed 12, 32, 22 to see how they fulfilled the needs of educators.

The questions which measured the level of one's accomplishment, when it comes to the fulfillment of one's ambitions were based on the theory of accomplishment. This supports the fact that it is only natural for people to want to succeed and the questions for this theme are 3, 9 and 31.

Our times have brought on the need for advanced training in the education sector. The reasons for this are many. The ministry hands out advice to them, due

to new didactic techniques, and sometimes because of their age and memory the educators' knowledge might need refreshing. New knowledge, especially in education, is a life long learning which has to be renewed every now and then. According to Chatzoglou (1994), in order for someone to bring out one's best performance at work, his/her superiors should show interest in his/her continuing education; such questions regarding these issues are 4, 75, 76

As mentioned above, social capital is the human resources a community has, the most important being trust and companionship. An educator can make use of it by exhuming information in order to improve the quality of life and its supporting networks. Social capital is interrelated to many factors such as: education, lifelong education, health, local development, which simultaneously improve interrelationships in a community, help consistency and collective decision taking. We should take into consideration that work, either in the public or private sector, is not something which is detached from society. It is what makes a society work and evolve, so it is only logical to assume that access to social capital and the tendency to participate in and help the society reflects the working conditions in schools, which in turn have an impact on educator's output satisfaction, stress and burnout. It is also supportive in their attempt to improve their position since it offers them access to social networks bridging the gap in the workplace. Conflicts, uneven division of work and wages are lessened leaving everyone with a sense of justice and fairness. The sociological evaluation of job satisfaction is confirmed by the institutions themselves, According to them, it is wrong to study a job and its people as two irrelevant objects and not take other factors such as, family, sex, friends and welfare into consideration; questions 14 and 55 verify the above.

The rest of the questions were adapted from a variety of other factors of evaluation:

a) The questions on job satisfaction were based on a questionnaire by Papanis and Rondos (2005) "Job satisfaction Scale/inventory". It was handed out to 300 people of all levels and jobs in Greece.

b) The questionnaire Burnout (MB Maslach Burnout Inventory). The results were a multidimensional construct consisting of three independent factors.

1) Emotional burnout and emotional exhaustion which is a result of working conditions.

2) Impersonalization refers to the negative or even neutral emotions which are generated in the working environment.

3) The diminishing feelings of personal achievement are a result of one's role.

The Maslach (MBI) questionnaire consists of 22 questions of evaluation: 9 are about emotional burnout, 8 are about diminishing sense of personal achievement and 5 are about impersonalization (Maslach & Jackson 1981, 1985, 1986, Kantos 1996).

B) The Trait Anxiety Inventory of C.D. Spielberger, R.L Gorush and R.E Lushere (1970) consists of 20 questions and is about the positive and negative emotions of stress as well as multidiversity of one's personality (self-esteem, positive-negative image). This inventory has a reliable internal consistency. Cronbach's indicator was 0, 83 (stalicas).

C) C. D. Spielberger's State – Trait Anxiety Inventory (Spielberger,1980) is one of the most common used inventories to count stress and consists of 40 topics. The first 20 refer to the stress caused by a specific conditions while the other 20 to stress which is part of one's character. The evaluation is considered satisfactory.

It should be noted that the above inventory used 11 questions which had to do with job burnout and 15 more questions which had to do with the researcher's interests.

The evaluation scale was 1-6 (1-disagree completely 2= disagree 3= disagree partly 4= agree partly 5= agree 6= agree completely).

It should also be noted that out of the 77 topics, 24 had a reverse marking scale; i.e.: 1=agree completely instead of the usual 6.

Reliability

In order for the inventory/scale to be objective great pain was taken to adapt the questionnaire as close to the educator's concept as possible. It was also based on pedagogical, psychological and sociological theories of motivation, job satisfaction, stress and burnout (Maslow, Alderfer, Mc Gregor, Locke & Latham, Pine & Baum, Spielberger, Maslach & Jackson and Spielberger, Gorush and Lushere). Emphasis was placed on meanings (as well as on the statistics) since there were doubts whether analyzing factors and basing them on numbers is a proper method for psychological and social research.

Before the questions were written out, 17 interviews were held on educators (from primary and secondary schools) and school administrators (Headmasters, School consultants, Heads of education). The aim of those interviews was to show them what we intended to do research on. The questionnaire was also handed out to another thirty specialists, such as psychologists, sociologists and educators who evaluated both questions and scaling, when compared to the content of work expectation / anticipation. The evaluation was made on a 1 to 5 scale (1 = not relevant and 5 = relevant). The

analysis and results (average question = 4,5) showed that the questionnaire was well-constructed (presumed validation) (Paraskevopoulos 1993 α , β).

Reliability on creating meanings: In order to validate the meanings of the job satisfaction questionnaire many factors were analyzed. The method of basic component and vertical rotation of axes was used. The criteria of idiotimi and the factor diagram were also used to verify them and those that were more than 0,3 were used (Euklidis & Kantas 1998) before putting the factors into practice all the theoretical and practical aspects were considered so that there would be no drawbacks and hitches. All the variables were checked, especially those that had no consistency and were not symmetric (Tabachnick & Fidell 1989). The ideal size in sampling was also checked upon so that the factor analysis could be validated (Comrey 1988). The equivalence of 4 to 1 with the variable is considered satisfactory. One should note that the defined size of the sample is of great importance to the factor variables (Angleitner & Ostendorf, 1994). The Kaiser-Meyer-Olkin (KMO = 0,88 and the Bartlett Test of sphericity (914, 23 which is statistically significant $p < 0,001$) shown that the sampling was adequate to create the analysis of factors.

As for the internal consistency of factors is concerned the Cronbach alpha indicator was used for three factors. The indicators refer to the analytic presentation of each factor.

From the factor analysis of 77 questions and based on their equal value which must be < 1 (a basic criteria and the diagram, we see that the spread out has a tendency to become a straight line after the eighth factor. So it was adapted.

These eight factors explained 58,6 % of the dissemination. All the variables which exceeded the limit 0,30 were used.

The following factors came to the surface:

- a) achievement – evolution
- b) organization and security
- c) job stress
- d) social capital
- e) general stress
- f) interpersonal relationships
- g) emotional burnout
- h) emotional alienation

The first factor, **achievement – evolution**, interprets 15,4 of dissemination. This factor has to do with job prospects and ambitions of educators and their

evolution. The factor includes questions like: "I believe that I have achieved in most professional goals that I have placed until now" and "I have high professional ambitions". The Cronbach alpha indicator was 0,82.

The second factor, **organization and security**, interprets 11,2 % of dissemination. It refers to the organization and layout of schools and the educational system and checks whether it is defined or not and how safe an educator feels in his/her workplace. The factor includes questions like: "Work climate in schools is so much bureaucratic and hard, that each disposal for initiative is stopped" and "I work in a organized environment, in which the each teacher has access in the information, that he needs, in order to be effective". The Cronbach alpha indicator was 0,72.

The third factor, **job stress**, interprets 8,1 % of total dissemination. This concerns about the stress an educator has on a daily basis at school or in his school environment. The factor includes questions like: "I am afraid sometimes students that reacts ugly in classroom" and "I fear certain times that I will not accomplish to cope with the course". The Cronbach alpha indicator was 0,67.

The fourth factor, **social capital**, interprets 7,4 % of dissemination. This refers to what the social capital consists of, such as cooperation and participation in a school environment and its social networks. The factor includes questions like: "The school, in which I teach, encourages team working and solidarity" and "The relation of school with the community is satisfactory". The Cronbach alpha indicator was 0,84.

The fifth factor, **general stress**, interprets 5,6% of dissemination. These factors refer to the stress an educator feels as part of his personality. The factor includes questions like: "Sometimes I feel embarrassment and nervousness in the school frame" and "Sometimes in the school I feel breathless, while does not exist reason". The Cronbach alpha indicator was 0,69.

The sixth factor, **interpersonal relationships**, interprets 4,3% of dissemination. This part refers to the interpersonal relationships one develops in a school environment, with ones colleagues and superiors. The factor includes questions like: "My relations with colleagues are more inferior than my expectations" and "When it prevails competitive climate in the school environment, my performance is influenced negatively". The Cronbach alpha indicator was 0,81.

The seventh factor, **emotional exhaustion**, interprets 3,4 % of dissemination. This refers to the emotional and physical exhaustion one feels, as an educator, in his work environment. The factor includes questions like: "I sentimentally feel exhausted from my work in the school" and "I feel permanently tired". The Cronbach alpha indicator was 0,77.

The eighth factor, **emotional alienation**, interprets 3,2% of dissemination. The factors here refer to the neutral or negative feelings of an educator as far as the people and services around him are concerned. The factor includes questions like: "I feel disappointed from my work" and "I feel that I behave impersonally in certain students" The Cronbach alpha indicator was 0,84.

Credibility

In order to check the credibility of the test, a test – retest was taken. In February 2006, the tests were handed out to 30 teachers all over Greece.

A repetition was carried out one month later on the same subjects the Pearson Cohesion factor between the two tests ($r=0,902$) showed the importance of the final evaluation of the test (Paraskevopoulos 1990 a, b)

Furthermore, we checked the credibility in semi-fractions, which reflect the fluctuation that can crop up in the sample and the cohesion of the test (Mellon 1998). The factor of credibility in semi fraction amounts for the Job Adaptation Questionnaire, came to 0,88 and the internal credibility cohesion came to 0,89.

Discussion

The adaptation in an educator's job is a multi functional phenomenon. It is a combination of psychological and sociological parameters which influence the educator and has an impact/repercussion on pupils and public education. There is no doubt that an educator's job is full of stress and also a necessity now, at the turn of the century. A lot of discussion is being held among the society of intellectuals, since the more people and more of different levels are becoming part of it. Another factor is the change in the teaching system and its continuous evolution.

The creation of the professional scale and its availability to teachers, psychologists and educators, in general, will help bring the phenomenon of education and its problems to the surface, and so more in depth research can be held on it. It also brings forward the protagonist of education, the teacher-educator, who is part of a society, has a personality and also plays an important part in the educational transaction of children. This research will continue to bring out the statistics which are necessary for the research and its evaluation.

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