

**The Role of Adult Attachment Orientation in the Burnout and Job Satisfaction of Greek
Teachers**

Theodora Kavvadia

Department of Psychology, DERE E The American College of Greece

Dr. Ion Beratis

Thesis Advisor

A thesis submitted in partial fulfilment of the

requirements for the degree of

MASTER OF SCIENCE

in

COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

The American College of Greece

2024

THESIS APPROVAL

“The Role of Adult Attachment Orientation in the Burnout and Job Satisfaction of Greek Teachers” a thesis prepared by Kavvadia Theodora in partial fulfillment of the requirements for the Master of Science degree in Counseling Psychology & Psychotherapy was presented on February, 2024 and was approved and accepted by the committee and the School of Graduate & Professional Studies.

COMMITTEE APPROVALS:

Dr. I. Beratis, Thesis Advisor

Dr. R. Armaos, Committee member

Dr. M. Janikian, Committee member

APPROVED BY:

Dr. A. Krepapa

Dean, School of Graduate & Professional Education

© 2024 Theodora Kavvadia

An Abstract of the Thesis of
Theodora Kavvadia for the degree of Master of Science
in Counseling Psychology & Psychotherapy to be awarded in June 2024

Title: 'The Role of Adult Attachment Orientation in the Burnout and Job Satisfaction of Greek Teachers'

Abstract

A country's success greatly depends on the education it provides to the younger generations. Teachers' well-being, as agents of the educational process, is central to the quality of the education provided. Teacher burnout and job satisfaction constitute issues of increasing concern in Greece augmented by societal and technological developments. Attachment theory has only recently started to be used for the investigation of the role of individual differences in applied workplace settings. To date, no known studies have been performed in Greece investigating the relationship between attachment and burnout or job satisfaction in Greek teachers. This study aimed to fill this gap through an online survey. The sample consisted of 158 teachers currently working in Greek public and private schools. Attachment anxiety was a significant predictor of the emotional exhaustion and depersonalisation components of burnout, and attachment style had a significant effect on all components of burnout through ANOVA analysis. The regression models between secure and insecure attachment and teachers' overall job satisfaction, as well as the different dimensions, except for one, were significant in line with the hypothesis, however there was no unique contribution of the predictors. There were significant mean score differences between secure and insecure teachers in most dimensions of job satisfaction. Only secure and fearful teachers differed significantly in their mean scores of their overall job satisfaction. The

results of this research may be used for teacher training and could provide valuable input in the much-needed implementation of a major structural change in the Greek educational system.

Keywords: adult attachment orientation, attachment style, Greek teachers, attachment anxiety, attachment avoidance, burnout, job satisfaction

Approved:

Dr. Ion Beratis,

Thesis Advisor

CURRICULUM VITAE

THEODORA KAVVADIA

All personal information is removed.
For more information please contact the John S. Bailey Library.

WORK EXPERIENCE

▪ September 2010 – The present

Founding member, Member of the Board of Directors • Responsible for the design and implementation of educational programs • NGO Anelixi (www.anelixi.org.gr)

Anelixi researches, evolves, designs and implements innovative educational programs and it is supported mainly by volunteers. My volunteer work involves the research and design of educational programs, the provision of individual and group counselling services targeted to adults, the motivation and inspiration of parents through the delivery of educational speeches to PTAs of Greek public schools, the participation in a program for the enhancement of children's developmental skills for residents of public child care facilities (specifically at the Penteli Orphanage), the creation and maintenance of the organization's website.

▪ September 2014 – The present

Computer Science Educator • Responsible for the course of Information Technology to students aged between 6 and 12 years old • 6th Public Primary School of Nea Smyrni

My work as a teacher of Computer Science in primary school involves teaching all grades (300 to 600 students each year). In the context of my work, I maintain a counselling role in my communication with parents being in close collaboration with the school psychologist and the school's administration.

▪ October 2005 – August 2014

Secondary education teacher of Computer Science • Responsible for the delivery of various courses within the field of Information Technology • Various schools

I have worked as a Computer Science teacher within the public secondary education sector at both urban (mainly Athens) and rural areas of Greece. More specifically, I have taught teenagers aged between 16 and 18 years of both general and technical high schools. I also prepare final-year students for their panhellenic examinations at the course of Computer Programming.

▪ October 2004 – October 2005

IT Software Analyst • Responsible for the technical support of the billing system of a large telecoms organization • ATOS Origin

ATOS Origin Hellas held a multiyear contract for the provision and support of the basic IT billing system for a large telecoms company, namely COSMOTE. My role as a software analyst involved the technical support of the system and the technical resolution of customer complaints related to billing.

▪ September 2002 – September 2004

Results Integration Manager • Responsible for the results integration management across various sports and software suppliers within the project of the Athens 2004 Olympic Games • ATOS Origin

More specifically, my role involved the coordination of all provisions of IT software products required for the undertaken sports, the performance of integration testing of the results systems and the coordination of different software parties, the liaison with various sports federations, the International Olympic Committee and the Athens 2004 representatives and the overall management and procedure adherence during operations for the 2004 Olympic Games.

- ***September 2001 – September 2002***

IT Project Manager • Overall IT project management in the field of healthcare • ATKOSOFT S.A.

My role included the creation and supervision of project implementation time plans, the renewal of contracts, negotiations with funding authorities or customers/end users, regular and adhoc project reporting, project funding follow-up, reviewing of partners' deliverables, and overall coordination of the consortium's partners.

- ***November 1999 – July 2001***

Market Research and Planning Manager • Within the market research & intelligence team • BT Openworld

My role at the largest telecoms company in the UK involved managing the relationship with various research agencies and undertaking research projects, the creation and distribution of regular market reports that fed into market planning and supported senior management decisions, the creation, maintenance and general management of the internal market intelligence web site.

REPRESENTATIVE SEMINARS

- “Assuring equal rights for the LGBTQ community in public administration” (July 2023), educational seminar of 14 hours (National Centre of Public Administration)
- “Prevention and treatment of SARS-CoV-2 with emphasis in the schooling environment” (September 2003), Ministry of Education
- Certification in the utilization and application of information technology in the teaching process (November 2011), Public Institute of Information Technology Diofantos
- Educational seminar on building students' 4 C's of the 21st century skills through workshops (November 2021), educational seminar of 36 hours (National Centre of Public Administration)
- “E-learning platforms – Tools for the production of educational material – Communication tools” (May 2020), educational seminar of 120 hours (e-twinning community for schools in Europe)
- “Tools for multimedia processing – Tools for the production of educational material” (May 2018), educational seminar of 120 hours (e-twinning community for schools in Europe)

EDUCATION

- *2021 – The present*

MSc in Counselling Psychology and Psychotherapy

DEREE – The American College of Greece

- *2020 – 2021*

Graduate Certificate in Psychology

DEREE – The American College of Greece

- *1998 – 1999*

MSc in Information Systems Engineering

UMIST (University of Manchester, Institute of Science & Technology), Department of Computation

- 1993 – 1998

BSc in Applied Information Technology

AUEB (Athens University of Economics & Business), Department of Information Technology

PERSONAL SKILLS & COMPETENCIES

- Excellent level of English reading, writing and verbal skills (Certificate of Proficiency in English) and medium level of reading, writing and verbal skills in French (Sorbonne II).
- I was a professional basketball player between 1989 – 1993, in which period I competed for 3 different Greek basketball teams.

Table of Contents

Chapter 1: Literature Review **Error! Bookmark not defined.**

 Introduction.....12

 Job Burnout.....14

 The Definition of Job Burnout14

 The History of Burnout Research.....15

 Conceptualisation of Burnout16

 Symptoms and Consequences of Burnout.....17

 Teacher Burnout in Other Countries19

 Teacher Burnout in Greece20

 Job Satisfaction.....22

 The Definition of Job Satisfaction22

 Factors Affecting Job Satisfaction24

 Teachers’ Job Satisfaction in Other Countries25

 Job Satisfaction of Teachers in Greece27

 Attachment Theory and Research.....28

 The Theory of Attachment28

 Internal Working Models30

 Typology of Attachment Theory.....31

 Attachment Styles and Work34

 Job Burnout and Attachment Styles36

 Job Satisfaction and Attachment Styles39

The Present Study.....43

 Aim of the Research43

 Research Hypotheses44

Chapter 2: Method45

 Participants45

 Procedure45

 Description of Instruments Used46

 Measure of Adult Attachment Orientation47

 Measure of Job Burnout48

 Measure of Job Satisfaction50

 Data Analysis.....51

Chapter 3: Results52

 Sample Demographics52

 Internal Consistency of Instruments53

 Descriptive Statistics.....54

 Hypotheses Testing.....55

 Research Hypothesis 155

 Research Hypothesis 258

 Research Hypothesis 360

 Research Hypothesis 465

Chapter 4: Discussion.....70

 Research Hypothesis 170

 Research Hypothesis 274

 Research Hypothesis 381

 Research Hypothesis 4.....85

 Limitations of the Study90

 Implications91

 Conclusion and Future Research94

References97

 Appendix A.....135

 The Purpose of the Study and Informed Consent135

 Appendix B.....136

Demographic Questions.....136
 Appendix C.....138
 Maslach Burnout Inventory: Educator’s Survey.....138
 Appendix D.....140
 Teachers’ Satisfaction Inventory140
 Appendix E.....141
 Experiences in Close Relationships – Revised Questionnaire Greek Version.....141
 Appendix F.....144
 Debriefing Statement.....144

List of Tables

Table 1 Socio-Demographic Characteristics of the Sample114
 Table 2 Cronbach Alpha Coefficient of Main Variables115
 Table 3 Descriptive Statistics of Study’s Variables.....116
 Table 4 Attachment Dimensions in Predicting Emotional Exhaustion Levels With the Application of Standard Multiple Regression.....116
 Table 5 Attachment Dimensions in Predicting Personal Accomplishment Levels With the Application of Standard Multiple Regression.....116
 Table 6 Attachment Dimensions in Predicting Depersonalisation Levels With the Application of Standard Multiple Regression117
 Table 7 Descriptive Statistics for Emotional Exhaustion (Secure/Insecure)117
 Table 8 Descriptive Statistics for Emotional Exhaustion (Secure/Dismissing/Fearful/Preoccupied).....117
 Table 9 Descriptive Statistics for Personal Accomplishment (Secure/Insecure)117
 Table 10 Descriptive Statistics for Personal Accomplishment (Secure/Dismissing/Fearful/Preoccupied)118
 Table 11 Descriptive Statistics for Depersonalisation (Secure/Insecure)118
 Table 12 Descriptive Statistics for Depersonalisation (Secure/Dismissing/Fearful/Preoccupied)118
 Table 13 Attachment Dimensions in Predicting Total Job Satisfaction Levels With the Application of Standard Multiple Regression.....118
 Table 14 Attachment Dimensions in Predicting ‘Satisfaction With the Principal’ Levels With the Application of Standard Multiple Regression.....119
 Table 15 Attachment Dimensions in Predicting ‘Satisfaction With Colleagues’ Levels With the Application of Standard Multiple Regression.....119
 Table 16 Attachment Dimensions in Predicting ‘Satisfaction With Relationship With Students’ Levels With the Application of Standard Multiple Regression.....119
 Table 17 Attachment Dimensions in Predicting ‘Satisfaction With Nature of the Profession’ Levels With the Application of Standard Multiple Regression.....120
 Table 18 Attachment Dimensions in Predicting ‘Satisfaction With the School’ Levels With the Application of Standard Multiple Regression.....120
 Table 19 Descriptive Statistics for Overall Job Satisfaction (Secure/Insecure).....120
 Table 20 One-way Analysis of Variance for Overall Job Satisfaction According to Attachment Style (Secure/Insecure).....120
 Table 21 Descriptive Statistics for Overall Job Satisfaction (Secure/Dismissing/Fearful/Preoccupied)121
 Table 22 Descriptive Statistics for Satisfaction With the Principal (Secure/Insecure)121
 Table 23 One-way Analysis of Variance for Satisfaction With the Principal According to Attachment Style (Secure/Insecure).....121
 Table 24 Descriptive Statistics for Satisfaction With the Principal (Secure/Dismissing/Fearful/Preoccupied)121
 Table 25 One-way Analysis of Variance for Satisfaction With the Principal According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied)122
 Table 26 Descriptive Statistics for Satisfaction With Colleagues (Secure/Insecure)122
 Table 27 One-way Analysis of Variance for Satisfaction With Colleagues According to Attachment Style (Secure/Insecure).....122
 Table 28 Descriptive Statistics for Satisfaction With Colleagues (Secure/Dismissing/Fearful/Preoccupied).....122

Table 29 One-way Analysis of Variance for Satisfaction With Colleagues According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied) 123

Table 30 Descriptive Statistics for Satisfaction With the Profession (Secure/Insecure) 123

Table 31 One-way Analysis of Variance for Satisfaction With the Profession According to Attachment Style (Secure/Insecure) 123

Table 32 Descriptive Statistics for Satisfaction With the Profession (Secure/Dismissing/Fearful/Preoccupied) 123

Table 33 Descriptive Statistics for Satisfaction With Relationship With Students (Secure/Insecure) 124

Table 34 One-way Analysis of Variance for Satisfaction With Relationship With Students According to Attachment Style (Secure/Insecure) 124

Table 35 Descriptive Statistics for Satisfaction With Relationship With Students (Secure/Dismissing/Fearful/Preoccupied) 124

Table 36 One-way Analysis of Variance for Satisfaction With Relationship With Students According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied) 124

Table 37 Descriptive Statistics for Satisfaction With the School (Secure/Insecure) 125

Table 38 One-way Analysis of Variance for Satisfaction With the School According to Attachment Style (Secure/Insecure) 125

Table 39 Descriptive Statistics for Satisfaction With the School (Secure/Dismissing/Fearful/Preoccupied) 125

Table 40 One-way Analysis of Variance for Satisfaction With the School According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied) 125

List of Figures

Figure 1 Homoscedasticity and Linearity Assessment for Emotional Exhaustion 126

Figure 2 Presence of Normality for Emotional Exhaustion 126

Figure 3 Homoscedasticity and Linearity Assessment for Personal Accomplishment 127

Figure 4 Presence of Normality for Personal Accomplishment 127

Figure 5 Homoscedasticity and Linearity Assessment for Depersonalisation 128

Figure 6 Presence of Normality for Depersonalisation 128

Figure 7 Homoscedasticity and Linearity Assessment for Job Satisfaction 129

Figure 8 Presence of Normality for Job Satisfaction 129

Figure 9 Homoscedasticity and Linearity Assessment for Satisfaction With the Principal 130

Figure 10 Presence of Normality for Satisfaction With the Principal 130

Figure 11 Homoscedasticity and Linearity Assessment for Satisfaction With Colleagues 131

Figure 12 Presence of Normality for Satisfaction With Colleagues 131

Figure 13 Homoscedasticity and Linearity Assessment for Satisfaction With Relationship With Students 132

Figure 14 Presence of Normality for Satisfaction With Relationship With Students 132

Figure 15 Homoscedasticity and Linearity Assessment for Satisfaction With Nature of the Profession 133

Figure 16 Presence of Normality for Satisfaction With Nature of the Profession 133

Figure 17 Homoscedasticity and Linearity Assessment for Satisfaction With the School 134

Figure 18 Presence of Normality for Satisfaction With the School 134

The Role of Adult Attachment Orientation in the Burnout and Job Satisfaction of Greek Teachers

Introduction

The quality of the education that a country offers to its youngsters constitutes the cornerstone of a country's overall success. As it applies to all organisations, also in educational institutions and specifically in schools, high quality teachers form the basis of a successful educational establishment, also contributing to an overall high-quality educational system. In Greece, teachers are viewed merely as receivers and implementers of the government's educational policies, and not as knowledgeable participants in the design of educational changes. The undeniable truth is that regardless of how well-planned any educational reforms or innovations are, failing to invest in teachers' overall satisfaction and well-being at the workplace will unquestionably compromise their success, seeing as they are the most important available resource.

In order to be able to offer high quality education, one step is to investigate factors that influence teaching quality. Crucial factors are related to burnout and job satisfaction levels, which have been linked to significant human resources management issues, as for example school performance and productivity, commitment to the school, teacher attrition rates and so on. Since the 1970s, there has been a growing interest around the areas of professional burnout and job satisfaction, especially in human service occupations and burnout is considered a serious problem severely reducing individuals' quality of life (Koustelios, 2001).

In recent years, several factors have made the teaching profession even more demanding. The growing number of children with special learning or other needs and the growing emphasis on their inclusion in regular classes pose great academic and behavioral challenges for untrained

teachers. Several societal changes, especially following the financial crisis and the pandemic in Greece, have included the growing number of divorces, the increase of domestic violence and the rising need for both parents to work excessively to ensure financial survival. These changes have contributed to unstable family systems and relationships in children's early years, which demonstrates a rippling effect in classrooms. The growth of the mass media industry and the intrusion of technology in children's lives from a very early age has altered relationships, family interactions, attitudes towards the school and activities that children engage in. A growing number of children arrive in primary education lacking basic developmental and interpersonal skills.

Following the world-changing pandemic brought about by the covid-19 virus, our entire planet has changed. One of the major changes relates to the questioning of global institutions. The field of education has not remained untouched. Students of all levels are questioning the usefulness of the education provided, the quality of the educational system and the ability of their educators. The negative image of teachers as public servants supported within the mass media industry contributes to the depreciation of the educational system, which may serve political interests in the short term, but is very harmful for children in the long run.

At the same time, public opinion seems to pose a pressing demand for teachers to rectify all the problems that have been escalating. Even though there may be some recognition for the difficult task of teachers to provide children with more than just knowledge based on the academic curriculum within the Greek educational setting, there seems to be limited acknowledgement and hesitancy to respect teachers for what they can legitimately offer students. As a consequence, teachers struggle in solitude with all the afore-mentioned demands and problems with poor training and supervision, lack of resources and the public's negative opinion.

Adult attachment has been defined in terms of internal representations of the self and others that guide interpersonal relationships and information processing (Hazan & Shaver, 1987). Building on the findings around attachment in infancy by Ainsworth et al. (2015), a typology of three attachment styles has been proposed by Hazan and Shaver (1987), namely secure, avoidant and anxious for the classification of adults. This theory postulates that the attachment style attained through an infant's relationship with their primary caregiver, remains of importance throughout their life span and influences individual differences in terms of regulation of stressful situations and relationships with others.

Substantial research in attachment theory has been implemented within developmental and social psychology, however this area has remained rather under investigated in organisational psychology, possibly due to the dominance of trait models. Nonetheless, in recent years attachment styles and their link to behaviors and outcomes in the workplace have been studied mainly in human service professions. While progress has been achieved, more research is necessary for the integration of this theoretical area into models of leadership, performance and job satisfaction (Harms, 2011). This study aimed to build on the research associating attachment theory to educational outcomes and especially burnout and job satisfaction within the Greek educational setting.

Job Burnout

The Definition of Job Burnout

The level of burnout experienced by individuals is an important aspect of their well-being. It is a phenomenon characterising highly motivated individuals and it is experienced as feeling physically, emotionally and mentally exhausted, also facing a diminished sense of personal accomplishment (Maslach et al., 2001). It may be viewed as the outcome of a process of

emotional attrition (Pines, 2004) being produced following prolonged and substantial exposure to job-related stress (Tsigilis et al., 2006). The process of burnout involves the depletion of employees' resources to an extent that they cannot remain involved with their work in a meaningful and intensified manner (West, 2015).

The History of Burnout Research

Individuals' relationship with their work and potential problems that arise in their occupational context have been long viewed as a concerning issue in modern age. The topic of burnout started to be systematically investigated in the mid-1970s in the United States. The first published studies contributed to providing a description of the phenomenon, giving it a name and recognising that it is commonly present (Maslach et al., 2001). More specifically, Freudenberger (1975), a psychiatrist in the field of health care described the phenomenon of individuals being emotionally depleted and unmotivated towards their job and assigned it the term burnout that was thus far used to informally describe chronic drug abuse. Maslach (1976), a social psychologist, researched human services workers and their emotions and stress in the workplace recognising the influence that different coping strategies have on individuals' work behavior. This original research in the topic of burnout involved individuals within human services and health care, i.e. professions entailing the provision of aid and service to others and therefore characteristic of conditions where emotional and interpersonal stress may develop. Therefore, burnout was studied early on within the interpersonal context of work and viewed more as a result of interpersonal transactions in the work setting, rather than as a person's response to stress (Maslach et al., 2001).

In the 1980s, there was a shift to more systematic empirical studies through quantitative methodologies with larger populations, focusing on the assessment of burnout and resulting in

the development of different assessment instruments. Influences from the field of organisational psychology linked burnout with notions such as job satisfaction, organisational commitment and turnover (Maslach et al., 2001). In the 1990s, burnout research expanded beyond human services and education to various professions, such as clerical, military, managers or computer programmers, also including non-occupational activities, such as sports or political activism (Maslach, 1999). The definition of separate components of burnout and the interplay among organisational factors allowed for the utilisation of structural models in burnout research (Maslach et al., 2001).

Conceptualisation of Burnout

Even though the concept of burnout was originally lacking a commonly accepted universal definition (Maslach et al., 2001), two major approaches were developed early on. The clinical perspective on one hand advocated by Freudenberger (1974) studied individual psychodynamic processes. On the other hand, from the perspective of social psychology, there was a focus on organisational dynamics and contextual factors leading to the emergence of a multidimensional theory of burnout (Maslach & Jackson, 1982). This theoretical approach still dominates in the field of burnout research (Blazer, 2010).

According to this theoretical model, there is a tri-dimensional conceptualisation of burnout (Maslach & Leiter, 2008) involving the following three dimensions: emotional exhaustion, depersonalisation and diminished professional efficacy. Emotional exhaustion involves individuals feeling emotionally, physically and psychologically fatigued; their resources are depleted to the point that they feel overwhelmingly drained and emotionally overextended. Depersonalisation refers to an indifference towards work or a distant attitude; it involves cynical behavior and a tendency for others – usually care or service recipients – to be perceived and

related to in a detached, impersonal manner. Lowered professional efficacy entails feeling ineffective and incompetent, having a negative evaluation of one's work performance and experiencing low self-esteem in regards to work; it is a conscious personal judgment that an individual is not performing according to standards and achieving the desired outcomes (Anastasiou & Anagnostou, 2020; Kokkinos, 2006; Ronen & Mikulincer, 2009).

There is consensus among researchers that despite the existing connection and empirical relatedness between the three dimensions, they are indeed conceptually distinct components, and their appearance may occur at different times or degrees of severity (Blazer, 2010). As proposed by Maslach & Jackson (1982) and subsequently established by further research (Blazer, 2010), the three dimensions appear in sequence, with emotional exhaustion appearing first, followed by depersonalisation and lastly by a sense of reduced personal accomplishment.

Symptoms and Consequences of Burnout

Whereas stress can be viewed in both a negative and positive manner, i.e. through the enhancement of work motivation, burnout is solely negative, viewed as the result of unmediated stress, i.e. stress with “no way out”, no support or no sufficient rewards (Blazer, 2010). Following exposure to prolonged stress, individuals enter “a professional burnout zone”, being less productive and less satisfied with their job (Anastasiou, 2020).

Individuals who suffer from burnout experience several physical, psychological and behavioral symptoms. Physical symptoms include a sense of being exhausted which may be accompanied by headaches, insomnia, problems with blood pressure and various disorders related to digestion. Employees experiencing even moderate levels of stress may exhibit increased chances of hypertension and cardiovascular disease. Psychological symptoms include feelings of helplessness, depression and resentment. Burned out individuals find no interest,

joy or meaning in their work and do not care about performing to high standards (Blazer, 2010). Several studies have found a link between burnout and substance abuse (Maslach et al., 2001). Behaviorally burned out individuals are less interested or committed in their work, and may display tardiness and absenteeism, accompanied by low job performance (Blazer, 2010).

Specifically for teachers, those suffering from burnout tend to be less sensitive towards their students, distancing themselves both physically and emotionally. They are less creative in their job, performing tasks repetitively without enthusiasm. They often have lower tolerance for classroom disruptions and are withdrawn socially from students and colleagues (Brouwers & Tomic, 1999). The length of exposure to occupational stress coupled with the presence of adverse working conditions raise the probability of becoming emotionally exhausted and increase the risk of burnout (Maslach, 2003).

Burnout also has organisational consequences, as supported by a wealth of research. Co-worker relations suffer, there are negative attitudes towards work and the organisation, and social withdrawal impacts the nature and frequency of interacting with both clients and colleagues (West, 2015). Researchers suggest that burnout may be “contagious” in the sense that it spreads through social interactions at work producing more conflicts and disruption of assigned tasks. Some evidence suggests that the effects of burnout are passing over to individuals’ home lives as well (Burke & Greenglass, 2001). In the US, studies suggest that teacher burnout leads to absenteeism, disability claims and high turnover, thus costing various districts billions of dollars every year (Toppinen-Tanner et al., 2005; Hakanen et al., 2006). Student motivation and learning are also negatively impacted by teacher burnout with an observed inability of teachers to emotionally support their students being considered a most damaging consequence (Zhang & Sapp, 2008).

Teacher Burnout in Other Countries

Most research on burnout involves helping professions and especially health care, social services and the educational sector (Blazer, 2010; Koustelios & Tsigilis, 2005; Tsigilis et al., 2006; West, 2015). According to Maslach et al. (2001), teaching specifically has been identified as being particularly susceptible to burnout. She indicated that among the three components, emotional exhaustion was the highest, with close to average levels on the remaining two. The importance of studying the phenomenon within education lies in the fact that apart from affecting teachers' well-being, physical and mental health, it has severe consequences for their job performance and the quality of the education offered. This in turn impacts students' performance (Blandford, 2000), school effectiveness and overall academic outcomes (Anastasiou & Anagnostou, 2020).

In recognition of the serious consequences of burnout for educators, students and the quality of the teaching process, Maslach and Jackson (1986) developed the Educators' version of the MBI. This instrument has been used in different educational levels and cultural contexts and results tend towards the conclusion that teachers employed in Europe display lower levels of burnout compared to those in Northern America (Kantas & Vassilaki, 1996).

Financial circumstances following the economic crisis in several countries in the beginning of the 21st century have impacted growth and employment. Especially countries in Central and Eastern Europe have witnessed dramatic reductions in public spending, decrease of income, the phenomenon of redundancy and employment freezes in the public sector. These changes have also affected the educational setting leading to increased levels of teachers' burnout, also affecting their decision-making (Anastasiou, 2020).

Data reporting the incidence of stress and burnout among teachers in Western and Eastern countries shows that 60 to 70% of the majority of teachers experience stress symptomatology, whereas approximately 30% experience marked burnout symptomatology (Huberman, 1999). Pithers and Soden (1998) researched the phenomenon in Great Britain, US, Australia, Canada, New Zealand and other countries and indicated that approximately one third of teachers consider stress or extreme stress as a result of their profession. Specifically in the Netherlands a study by Farber (1991) showed that 60% of resigning teachers were experiencing professional burnout. In Great Britain, 66 out of 100 teachers have considered quitting their job during their career at some time (Travers & Cooper, 1996). In the US, new teachers with less than 5 years of experience display the highest rates of leaving the profession between 19 and 30%, with teachers overall having a percentage of close to 8% (Pressley, 2021). Even though teacher attrition is not directly or solely linked to burnout, it has been attributed to the burnout syndrome by Dworkin (1987) in a study of Texas teachers, also indicating that younger and newer educators display higher levels of burnout compared to more experienced teachers. Bearing in mind the high percentages of inexperienced teacher attrition and the fact that those that do remain in the profession are significantly susceptible to burnout, the importance of investigating working conditions and personal characteristics in the development of burnout emerges.

Teacher Burnout in Greece

Contemporary research in Greece indicates that the topic of burnout has been a concerning problem within the teaching profession over the last years (Kamtsios & Lolis, 2016a; Kamtsios & Lolis, 2016b). Following the financial crisis, the Greek government introduced austerity measures which affected working conditions for the majority of employees in the Greek public sector. Teachers, along with other public servants, witnessed a decrease in their gross

income by 30%, which was further intensified by rising taxation and significantly diminished purchasing power. Austerity measures meant employment freezes within the public sector and underfunding (Tsigilis et al., 2006), resulting in reduced number of teachers occupied in public schools, as well as increased number of students in classrooms. Even though Greek research studies indicate that Greek teachers experience lower levels of burnout compared to their US and European colleagues (Kantas & Vassilaki, 1996; Pomaki & Anagnostopoulou, 2003), the above-mentioned circumstances can be thought of as contributing to higher levels of burnout experienced by Greek teachers (Anastasiou, 2020).

In addition to significant wage cuts, teachers have been working with a lack of necessary resources, both technological and in terms of consumables, which could also be related to feelings of emotional exhaustion. Indeed, a study of health care workers in Greek hospitals by Rachiotis et al. (2014) showed that medical supply shortages were significantly correlated with the components of emotional exhaustion and depersonalisation.

All the above factors are contributing to the questioning of the historically established job security of Greek teachers, to the presence of adverse working conditions and the development of job-related stress, which are linked to emotional exhaustion (Maslach, 2003).

A systematic literature review by Anastasiou (2020) demonstrates that Greek teachers are at increased risk for developing burnout documenting a gradual increase in the emotional exhaustion and depersonalisation components peaking during the period between 2015 and 2019 and a decrease in the component of personal accomplishment following the economic crisis. In another study of 1447 primary and secondary Greek school teachers by Kamtsios and Lolis (2016a), it was shown that teachers have high levels of emotional exhaustion, average to high levels of depersonalisation and low levels of personal accomplishment.

In an effort to examine the educational level in relation to burnout, research findings have been contradictory. Several studies show educators in secondary education displaying higher values in the depersonalisation and decreased values in the personal accomplishment dimension compared to their colleagues in primary education, therefore demonstrating higher levels of burnout (Kantas & Vassilaki, 1997; Kouli et al., 2015). On the other hand, other studies have failed to show a statistically significant difference among the two educational levels in the emotional exhaustion dimension, which constitutes the most prominent one (Byrne, 1991). Primary compared to secondary school teachers reported higher levels of burnout in a study by Tatar and Horenczyk (2003). Finally, Kokkinos (2006) in study of Greek Cypriot educators reports that those working in the primary level display increased emotional exhaustion and decreased personal accomplishment in relation to their colleagues in secondary education.

Regarding differences in terms of burnout between public and private school teachers, research mainly from the US shows that satisfaction with their work among private school teachers is higher compared to their counterparts in the public sector (Alt & Peter, 2002). There is limited research from other countries. Tsigilis et al. (2006) in a study of kindergarten teachers found that those employed in the public sector had higher satisfaction from pay and supervision in relation to their colleagues in the private sector, however differences in the emotional exhaustion dimension among the two sectors were not significant.

Job Satisfaction

The Definition of Job Satisfaction

The centrality of work in individuals' lives is unquestionable. Work takes up a large portion of their day and it also offers the financial means to survive and support their lifestyle. It then makes sense that individuals' job context should be contributing to their satisfaction.

Research interest in the degree of employees' job satisfaction has been long-lasting. A growth in the studies of this concept has been prompted by the rising concern around the meaning of work and the postulation that there is a link between job satisfaction and various aspects of work, i.e. efficiency, productivity, absenteeism, turnover and intentions to quit (Koustelios & Tsigilis, 2005; Tsigilis et al., 2006). Job satisfaction has been linked with employees' mental health and well-being, with satisfied individuals being more productive and taking more initiative (Locke, 1976).

Specifically for educators the concept of job satisfaction is even more prominent, because their well-being at work affects the quality of the educational process and thus of the education provided (Tsigilis et al., 2006). Satisfied teachers are more capable of engaging in more meaningful, positive and consistent interactions with their students, they remain in the profession longer and affect children's performance in a positive manner (Maslach et al., 2001).

There are various definitions of job satisfaction. Dawis and Lofquist (1984) consider it as the employees' evaluation of the extent to which their needs are met by the work environment. Meier and Spector (2015) define it as an employee's appraisal of his or her job as favorable or unfavorable. Locke (1976) considers job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Robbins et al. (2009) provide the definition of a positive feeling about an individual's work that results from an appraisal of its features. According to Zembylas and Papanastasiou (2004), the definition of teacher satisfaction entails their relation in terms of affect to their teaching role and it is influenced by the association between what they desire from their profession and what they believe it is offering them.

Assessing job satisfaction may occur in two different manners: as an overall feeling towards the job, or as attitudes towards several aspects of the job. The global approach serves the

purpose of providing a general assessment of individuals' satisfaction with their work. The facet approach is able to offer a more comprehensive view of employees' job satisfaction because certain areas are highlighted as soliciting satisfaction and others dissatisfaction. Areas of dissatisfaction can then prove useful for organisations. Different areas to be assessed may include the nature of the job itself, social interactions at work (relationships with co-workers or supervisors), the organisation and rewards (salaries, benefits etc.) (Spector, 1997).

Factors Affecting Job Satisfaction

A number of factors have been found to influence job satisfaction and teacher motivation in past studies. They can be divided into three basic categories. Firstly, factors intrinsic to teaching are related to the process of teaching. Most past research has concluded that the main aspects contributing to teachers' job satisfaction have to do with the actual work itself, in other words, working with children, building close relationships with students, feeling intellectually challenged by the process of teaching, the profession's autonomy, independence and freedom to experiment with new projects (Anastasiou & Papakonstantinou, 2014; Zembylas & Papanastasiou, 2004). Regardless of their age, gender, years of experience and level of education, teachers gain a sense of achievement from teaching their students and watching them fulfil their potential, succeed in their goals and become responsible adults. Students' engagement and responsiveness plays a significant role in teachers' satisfaction, just as students' low motivation affects their dissatisfaction with their job (Anastasiou & Papakonstantinou, 2014).

Secondly, factors operating at school level determine the circumstances in which teaching will occur. They include school management and infrastructure, assistance from supervisors and colleagues, involvement in decision-making, workload, class sizes, the school's support network and relationship with the community (Dinham & Scott, 1998). Even though these factors are not

directly linked to the process of teaching, when their presence is non-existent or problematic, they can affect teachers' dissatisfaction. Numerous studies have supported the importance of a school climate that entails collaboration, open communication and support, which has been found to play a significant role in teachers' job satisfaction (Karavas, 2010).

Thirdly, factors operating at system level are more generally related to governmental policies, the educational system and the overall social context. They include society's expectation for schools to solve numerous societal problems, the public's perception of teachers, the social status of teachers, how they are portrayed in the social media, promotional opportunities, salaries, support services to teachers (Shann, 1998). These extrinsic factors can affect teachers' motivation to remain in the profession and seriously disorientate them from the teaching process (Lavidas et al., 2019).

Teachers' Job Satisfaction in Other Countries

Educators differ from the majority of individuals employed in other organisations. Teaching entails different levels of responsibilities, relationships, morals, and interactions with co-workers, school management, advisers appointed by the government, parents and of course children. Very often teachers' job satisfaction is closely linked with their performance (Veldman et al., 2016), and their effectiveness has an impact on their students' performance, which has been reported at all educational levels (Anastasiou & Papakonstantinou, 2014).

Teacher job satisfaction has become an issue of concern over the past years with teachers in both the US (Shann, 1998) and the UK and Australia (Woods et al., 2019) having high attrition rates and teachers across the world experiencing the highest degrees of job-related stress among employees (Karavas, 2001). Teachers' satisfaction has received attention not only because they are abandoning the profession, but mainly because their satisfaction is linked to lower

commitment and effectiveness, their inability to fulfil their students' needs and various psychological issues that lead to absenteeism. On the contrary, increased levels of educators' satisfaction is positively linked to student self-esteem, commitment and performance, improving overall the quality of the teaching process (Zembylas & Papanastasiou, 2004; Karavas, 2001). Teachers' job satisfaction has been linked with school effectiveness in several studies (Zigarelli, 1996).

Most research in the field of job satisfaction has been realised in the US and the UK. Liu and Ramsey (2008) in a study examining teacher's job satisfaction, through multilevel analysis of national surveys realised in the US, considered several facets of their work, including teaching experience, working conditions, pay and gender. They found that working conditions and pay were the aspects where US teachers had the lower level of satisfaction; insufficient time for preparation and substantial workload were factors contributing to their dissatisfaction.

Several studies have attempted to investigate the factors that affect teacher job satisfaction. Evans (1998) reported that job satisfaction for female teachers is influenced by the working environment, interpersonal relationships and supervision, whereas for male teachers by pay and job security. Dinham and Scott (2000) propose that teacher job satisfaction should be explored in the school climate, the principal's leadership behavior, participation in decision-making, the school's reputation and infrastructure. In yet another study by Rhodes et al. (2004) it was reported that to achieve high levels of job satisfaction would require good interpersonal relationships with colleagues, working towards meeting shared goals, and exchanging ideas between co-workers, whereas factors that negatively affect job satisfaction are heavy workload and increased time allocated to administrative tasks. Grayson and Alvarez (2008) in a study of 320 teachers in Ohio found that job satisfaction is mostly influenced by educators' relationship

with their students and their interpersonal relationships with colleagues. The importance of interpersonal relationships in job satisfaction is portrayed in various studies (Brunetti, 2001; Woods & Weasmer, 2004).

Job Satisfaction of Teachers in Greece

In Greece, results regarding the degree of job satisfaction vary. It has been reported that regular teachers are generally moderately to highly satisfied with their job (Koustelios, 2001); the same applies to teachers in special education (Platsidou & Agaliotis, 2008). Koustelios and Kousteliou (2001) on the other hand report teachers experiencing low to moderate satisfaction with several aspects including the nature of the job itself, their salary, their interaction with management, working conditions, and promotions.

Koustelios and Tsigilis (2005) who investigated the level of burnout and job satisfaction in physical education teachers indicate that supervision and the process of teaching are the facets that educators are mostly satisfied from, whereas their dissatisfaction is related to their salary and promotional opportunities (Koustelios, 2001). Similarly, Koustelios et al. (2004) in a study of 300 Greek teachers from primary and secondary educational levels found that teachers are dissatisfied with the same work features and satisfied with the job itself, followed by supervision and working conditions. There is consistency of these results across several countries and cultural settings (Tsigilis et al., 2006). In another study among teachers in Cyprus, Zembylas and Papanastasiou (2004) pinpointed workload, low salaries, lack of students' discipline, evaluation, promotional opportunities, lack of school autonomy and the community's opinion of teachers as the main sources of their job dissatisfaction, whereas interaction with students, relationships with colleagues and offered opportunities to develop their personality were factors affecting their satisfaction.

The influence of intrinsic factors in job satisfaction has been observed in several studies in Greece. Saiti and Papadopoulos (2015) studied 360 primary school teachers in the metropolitan area of Athens and concluded that the most significant factors influencing their satisfaction were the job itself and their co-workers, whereas they were dissatisfied with rewards and salaries. Research in other areas of Greece has yielded similar results, with teachers being most satisfied with intrinsic parameters (Anastasiou & Papakonstantinou, 2014; Panagopoulos et al., 2014).

Even though the degree of job satisfaction reported by past research may vary among Greek teachers, it is clear that the main source of their satisfaction lies in the nature of their chosen profession, as well as in factors inherent in their role as teachers, such as their relationship with students, colleagues and supervisors. Their dissatisfaction seems to stem from parameters that are contextual or societal, such as their salaries, promotional opportunities and the community's opinion of teachers. This leaves room for hope that given Greek teachers' commitment and satisfaction with the teaching profession itself, ameliorating working conditions will contribute to their well-being and thus to the quality of the education they provide.

Attachment Theory and Research

The Theory of Attachment

Within the field of stress and coping, a specific psychoanalytic theory, namely attachment theory, has been used as the theoretical framework in a vast array of contemporary research studies. Following Freud's footsteps, a British psychoanalyst, John Bowlby, worked on this theory between 1940 and 1990 in an effort to explain how early relationships with attachment figures contribute to personality development (Mikulincer & Shaver, 2010). Attachment theory suggests that humans have an innate desire to look for proximity when they are distressed with

the aim of enhancing their chances for survival. Depending on the level of their efforts' success, they feel more or less secure. This level of security constitutes the basis for the development of their attachment style, which remains relatively stable over one's lifespan (Harms, 2011).

Bowlby's source of inspiration for his theory of attachment came from observing socially ill-adjusted and delinquent boys who were far more inclined to have a disrupted home life in their early years (Bowlby, 1944). According to his postulations, because of mammalian infants' inability to find food or protection on their own, their survival depends on their ability to remain proximal to older and wiser figures. In this sense, they behave in a manner so as to attract the attention of a figure who has historically been responsible for supporting, protecting and nurturing the child. Upon an infants' separation from the primary attachment figures, they will engage in behaviors such as vocal signals, visual monitoring, clinging behavior and an active search for them. Children shall persist in these behaviors until proximity is achieved or they become exhausted. The failure or success in establishing proximity will form expectations that children have in regards to their relationship with their attachment figure and will influence their sense of personal worth (Harms, 2011).

Romantic relationships are linked to attachment theory as they constitute an alternative context for attachment behavior to manifest and they have been the focus of extensive attachment research. Similarities exist between the infant-caregiver relationship and the inter-partner relationship. Research suggests that attachment scripts may be activated in other types of relationships such as the leader-follower relationship in the workplace (Hazan & Shaver, 1987; Hazan & Shaver, 1990). In the same way that parents offer a secure environment in which a child may engage in exploration, leaders may create a safe environment for their employees as well. In this felt security, attachment activation remains low, subsequently leaving room for exploration,

risk taking and development in one's work. During stressful situations, adult attachment scripts are activated and employees, just as children, will look for their significant figure, i.e. their leader, who offers support and protection (Popper & Mayselless, 2003). In the case that the leader does not display sufficient availability, followers shall remain insecure and engage in attachment seeking behaviors (Fraley & Shaver, 2000). Further research suggests that anxiously attached leaders are related to self-serving motives and to a poorer prediction of follower performance, whereas avoidantly attached leaders are related to lower levels of employees' mental health (Davidovitz et al., 2007). A wealth of research exists investigating the ways that attachment styles of leaders and followers may affect their relationship dynamics and their reactions and behaviors in the workplace.

Internal Working Models

According to Bowlby, attachment can be viewed as a wired-in evolutionary survival system. In order for humans to form a secure base in a potentially hazardous environment, they must seek and maintain contact with a caretaker, which constitutes a key motivational force and an innate survival mechanism. The availability and responsiveness of the caretaker in answer to infants' efforts to maintain contact are of crucial importance for personality development; they contribute to the shaping of core beliefs about one's self and the world. Behavior in adulthood is then guided by these beliefs. A sense of security is favored when primary caretakers are available and responsive, while a sense of insecurity is provoked when significant others are unavailable and unresponsive (Mikulincer & Shaver, 2005).

Based on individuals' attachment-related experiences in childhood, mental representations of themselves and others are constructed. These are named internal working models and they reflect beliefs and expectations, influencing cognition, emotions and behavior.

The internal working models are schemas that form a model of others, in terms of their level of accessibility and dependability, and a model of the self, in terms of personal value, as well as contribute to the expectation of specific communicational patterns in personal interactions (Bowlby, 2008). One's self may be considered to deserve more or less care and attention; others may be thought of as deserving more or less trust, thus affecting close relationships and social encounters in adulthood (Mikulincer & Shaver, 2005).

These working models, or internal representations of one's self when relating to others, are the result of lived experience in attachment relationships with significant others in childhood and they are activated by circumstances entailing stress. The internal working models will keep influencing interpersonal experiences throughout individuals' lifespan and constitute central components of personality (Hazan & Shaver, 1987); they can be viewed as scripts that will determine how other people's reactions will be evaluated or interpreted, how emotions will be managed and what behaviors the individual will engage in (Fraley & Shaver, 2000).

Typology of Attachment Theory

In observation of interactions where mother and child were separated and then reunited, different styles of attachment were originally noted, even though they were not assigned that name. Most research today is based on Mary Ainsworth's original research with young infants through a technique called the "Strange Situation". Some children experienced distress when separated from their mother, however they were quickly reassured upon her return and resumed play and exploration with interest. They displayed security and confidence in their mother's responsiveness. Other children were frustrated and were clinging to their mother; they were not easily soothed and/or conveyed anger at her upon her return, displaying an anxious and ambivalent typology of attachment. A final group of infants was physiologically distressed,

however demonstrated minimal emotion during separation and subsequent reunion, actively avoiding eye contact with parents upon their return. These children showed an avoidant pattern of attachment (Ainsworth et al., 2015). Ainsworth's work allowed for the first basic typology of attachment patterns and additionally demonstrated a relation between differences in children's attachment responses and the history of parent-child relationships. More specifically, secure children had parents who tended to their needs, whereas the insecure ones had parents who were either not responsive to their needs or showed inconsistency in their responses (Harms, 2011).

The developed internal working models, i.e. internalised cognitive, affective and behavioral schemas, form the basis for the afore-mentioned patterns and shall be employed by individuals in the development of different forms of social engagement, or attachment styles. These styles of attachment will influence the way individuals interpret and understand the social world in adulthood (Meredith et al., 2011) and will determine patterns of expectations, needs and emotions.

In regards to conceptualising attachment styles and assessing them with self-report measures, Hazan and Shaver (1987) firstly suggested a typological approach and came up with three styles, namely, secure, anxious and avoidant. Securely attached individuals do not easily feel threat, they can effectively regulate their emotions, and rarely get involved in self-blaming and self-criticising processes. They seek support from others and desire intimacy and proximity. Avoidantly attached individuals do not expect positive outcomes from their search for closeness and the expression of their emotions. In order to achieve some emotional regulation, they avoid situations. They may be unable to recognise their own or others' emotions and they distance themselves emotionally. They perceive the world as dangerous and have no trust that others will be available for them without imposing harm. Therefore they are overly self-reliant and avoid

being dependent on others. Anxiously attached individuals hyperfocus on relationships, they try to maximise proximity and solicit proof of support and love from other people. Even slight discomfort from others may be interpreted as rejection (Tasca et al., 2011).

Bartholomew and Horowitz (1991) proposed four styles, namely, the secure style, and three insecure styles, preoccupied, dismissing and fearful. In each of these attachment styles there is a suggestion of two types of internal working models; a model of the self and of others. These prototypes will guide behavior and emotional regulation. In the secure style, representation of oneself and others is predominantly positive, entailing an elevated sense of personal worth and comfort with intimacy. Individuals with preoccupied attachment style possess a negative view of themselves and positive of others. They continuously search for affirmation and reassurance in their relationships and they are emotionally needy. Keeping their needs unmet causes them distress. The fearful attachment style has a negative representation of oneself and others. They are distrustful of other people, and being afraid that they will get hurt, relationships are avoided. At the same time, they look for others to validate their self-worth. Finally, the dismissing attachment style describes a positive view of oneself and negative representation of others. For these individuals there is an emphasis on remaining independent and self-reliant, since they diminish the significance of close relationships in their effort to maintain their sense of self-worth (Morris-Rothschild & Brassard, 2006; Pšeničný & Perat, 2020).

A dimensional approach was then proposed by researchers and two dimensions were employed to assess attachment styles. These dimensions are attachment anxiety and attachment avoidance (Brennan et al., 1998). Attachment-related anxiety refers to the extent to which a person expresses worry and anger regarding the attachment figure's availability. Individuals who score high on attachment-related anxiety display an immense need for others' approval, a sense

of angrily devaluing others and experience fear and anger upon potentially being rejected or abandoned by others. They possess an unfavorable self-image and experience anxiety in social interactions and relationships. Even though they have a strong desire for intimacy, they worry that others have not invested in the relationship to an adequate degree.

Attachment-related avoidance refers to the extent that a person is self-reliant and emotionally distant, as well as his or her comfort with proximity. Individuals who score high on this dimension display a tendency for a negative image of others and fear their dependence on them (Shaver & Mikulincer, 2009). They experience discomfort with interpersonal closeness and with showing trust and being dependent on others. They proclaim that they dislike instances where other people open up emotionally.

Those scoring low on both attachment anxiety and avoidance are perceived as having a secure attachment style (Brennan et al., 1998). They are more prone to have a positive view of themselves and others, they display more resilience and are supportive to others in need (Harms, 2011). In order to assess these dimensions, Brennan et al. (1998) developed the Experiences in Close Relationships Scale (ECRS), which is one of the most widely employed assessment instruments.

Attachment Styles and Work

Organisational outcomes such as job performance, leadership, counterproductive work behavior and attitudes have been linked to personality extensively in past research, however most of the earlier studies have largely ignored attachment theory in their investigation of how individual differences may apply to workplace settings (Richards & Schat, 2011). Harms (2011) reports that after informally surveying a considerable number of introductory textbooks on Organisational Behavior and Human Resources Management and academic books particularly

investigating individual differences at work settings, either he couldn't find any mention of the theory in the corresponding personality sections, or it was only cursorily mentioned. Instead, research has tended to focus on broad traits emphasising the Five Factor Model of Personality (Richards & Schat, 2011).

In more recent years, attachment theory has been incorporated as a domain of personality for evaluation when investigating possible antecedents of workplace outcomes. Hazan and Shaver (1990) were the first to research attachment theory in the workplace, anticipating that attachment styles would determine how individuals react emotionally to others and to work situations entailing stress. Their conclusions uncovered evidence that secure individuals have heightened levels of success and satisfaction with their job, approaching their job confidently, reporting few job-related fears and presenting little concern over performance and evaluation by colleagues. Anxiously attached individuals were expecting to be undervalued by colleagues and avoidant ones placed themselves lower in relation to their job performance and were expecting lower performance ratings by colleagues. Mikulincer and Shaver (2010) suggested that anxiety and avoidance patterns correlate with decreased organisational commitment and spontaneous productive behavior, whereas avoidance patterns correlate with intention to quit.

Regarding coping mechanisms, Richards and Schat (2007) report that secure individuals are more likely to seek help when faced with distinct work difficulties, whereas avoidant individuals are pronouncedly less prone to support-seeking behaviors. In yet another study of employees experiencing job-related stress, anxious individuals suffered from anxiety related to relationships in the workplace and their performance, whereas avoidant individuals described higher levels of conflict with co-workers, more concerns about long hours and struggles with relationships outside the workplace (Hardy & Barkham, 1994). Sumer and Knight (2001) report

constructive spill over effects between work and home for securely attached employees, whereas those with insecure attachment reported negative spill over.

A study by Desivilya et al. (2006) reported that secure individuals were more likely to exhibit prosocial orientation in a work setting compared to insecurely attached individuals. In regards to organisational commitment, anxious and avoidant individuals tend to be less committed to their organisation (Meyer et al., 1993) and avoidance also correlates with turnover intentions (Mikulincer & Shaver, 2007a). Bearing in mind all the above studies, it becomes clear that attachment styles play a significant role in individuals' well-being in the workplace, as well as in an organisation's success.

Job Burnout and Attachment Styles

A lot of research on job burnout has reported its existence in a variety of occupations, detailing its adverse consequences and high cost for workers, as well as organisations worldwide (Maslach & Leiter, 2008). Since the mid-1970s, the topic of burnout has been studied extensively in terms of theory, research and interventions, however originally the focus was on contextual factors resulting in burnout for all individuals especially at the workplace, rather than on personality traits making certain individuals more vulnerable to burnout (Maslach & Leiter, 1997). As research has been accumulating and purely contextual conditions have proven limited in their ability to fully explain burnout, certain personality variables have been investigated.

Within the domain of stress and coping, the last years have witnessed a plethora of studies using a specific psychoanalytic theory, namely attachment theory. Securely attached individuals possess inner resources that allow for the positive appraisal and constructive management of stressful situations. Insecurely attached individuals on the other hand tend to negatively evaluate stressful situations, do not cope constructively and are led to burnout

(Mikulincer & Florian, 1995). Additionally, perception of self and others is formed based on attachment representations; it subsequently impacts one's ability to create and maintain a relationship, and especially a helping relationship (West, 2015). According to Bowlby (1969) securely attached individuals display a better perception and response to various emotional states and possess more abilities to act as a secure base for children. Insecurely attached individuals on the other hand, may respond to others with worrying or feelings of discomfort, also avoiding intimacy.

Attachment styles also influence emotion regulation and the effective seeking and utilisation of social support (Mikulincer & Shaver, 2010). A wide range of past research provides evidence of the association between attachment security in childhood and consequences for individuals' development of various domains such as self-esteem, management of anger and anxiety, competency in interpersonal skills and relationships, empathy and mental health (Weinfield et al., 2008).

Research has shown that apart from romantic relationships, attachment styles may also have an effect on other social contexts such as work. A positive association exists between secure attachment styles and burnout according to Pines (2004) in a cross-cultural study of employees, whereas there is a negative association between insecure attachment styles and burnout. Ronen and Mikulincer (2009) in a study of 393 Israeli employees reported on the association between adult attachment and burnout and found that anxiously and avoidantly attached individuals exhibit higher levels of burnout. In a cross-sectional survey study of dementia care staff, Kokkonen et al. (2014) found that insecure attachment and decreased self-efficacy are correlated with higher burnout levels. Even though there are numerous studies examining the relationship between adult attachment orientation and burnout among employees especially within the area of

health and human services (Lanciano & Zammuner, 2014; Ronen & Mikulincer, 2009; Vîrgă et al., 2019; West, 2015), no published studies have been found to the best of my knowledge within the teaching profession.

It has however been possible to locate a small number of theses or dissertation studies within the Greek population linking attachment style and burnout in the area of teaching.

Georgatou (2022) in a study of 102 Greek primary school teachers explored the influence of attachment style on the perceived quality of the teacher-student relationship and reported that anxiously attached teachers consider their relationship with children as more conflictual.

In a master's thesis by Tsioutsou (2016) of 25 principals and 125 teachers of Greek primary schools, secure attachment of school principals was positively associated with the job satisfaction and negatively associated with the burnout of subordinate teachers. Avoidant attachment in school principals was negatively associated with the job satisfaction of their subordinate teachers.

Mataftsi (2016) in a master's thesis investigating 25 primary school headmasters and 125 teachers-subordinates in Northern Greece reported that safe attachment style of headmasters was positively associated with positive emotions towards work and job satisfaction of subordinate teachers, whereas there was a negative association with their negative emotions towards work and their professional burnout. Principals' anxious attachment style was positively associated with negative emotions and burnout of subordinate teachers and principals' avoidant attachment style was negatively associated with the job satisfaction of their employees.

In a master's thesis by Grigoriadou (2014), 207 employees in the public sector were included in the study and a significant statistical difference was found between the fearful and dismissing attachment styles in the emotional exhaustion dimension of burnout and between the

secure and fearful attachment styles in the depersonalisation dimension. In the personal accomplishment dimension there were no significant differences between the four attachment styles.

In yet another master's thesis by Efthimiadou (2018), however, studying 113 teachers and 26 school principals, it was found that attachment avoidance and anxiety were not associated with their professional burnout and job satisfaction.

Finally, Diaz (2002) in a doctoral dissertation exploring the burnout of 181 female elementary school teachers in the US, securely attached teachers reported significantly higher scores in the personal accomplishment dimension compared to the anxiously attached, but not the avoidantly attached. On the depersonalisation dimension securely and avoidantly attached teachers showed significantly lower scores compared to the anxiously attached and there were no significant differences in the emotional exhaustion dimension.

All the above results should be interpreted with caution due to the fact that they constitute unpublished work and employ small sample sizes. It is evident that research in the field of attachment theory and the well-being of teachers is starting to accumulate, however it is still in preliminary stages.

Job Satisfaction and Attachment Styles

Evidence exists in the literature linking the role of attachment styles with work-related well-being. Hazan and Shaver (1990) reported that employees with secure attachment showed higher levels of satisfaction regarding the majority of workplace features, such as relationships with colleagues, job security, acknowledgement and so on. Further research has replicated these findings. In another study of working computer science students and software engineers, Krausz et al. (2001) found that job satisfaction was higher among the securely attached individuals

compared to the insecure ones. Conversely, Hardy and Barkham (1994) studying 219 depressed employees experiencing job-related stress found that those anxiously attached were more likely to experience anxiety about work performance and relationships, whereas those avoidantly attached were more likely to feel dissatisfied with several facets of their work.

Schirmer and Lopez (2001) in a study of 117 university employees reported that the interaction of supervisor support and worker attachment orientation was a significant predictor of work stress intensity and job satisfaction. In another study of 339 workers, Reizer (2015) found that job satisfaction and burnout mediated the associations between attachment styles and employees' life satisfaction. More specifically, the mediation model showed that burnout and work satisfaction mediated the association between attachment avoidance and life satisfaction, whereas only work satisfaction mediated the association between anxiety and life satisfaction. Ronen and Mikulincer (2012) in their attempt to investigate the application of attachment theory to the interactions between "leader" and "followers", concluded that insecurely attached managers would predict increased job burnout and decreased job satisfaction among subordinates. Furthermore, the findings suggested that insecure attachment in subordinates were associated with the presence of burnout and job dissatisfaction. Taking into consideration the above studies, it is clear that adult attachment plays a significant role in the prediction of well-being at the workplace, assessed by means of job satisfaction.

As evidenced from the above discussion, there is a plethora of research investigating the relationship between attachment styles and job satisfaction, however within the teaching profession, the principal investigator was able to find only one published study by Amani and Shabahang (2017). In this study of 136 teachers of Jajarm schools, the researchers reported a positive association between secure attachment and job satisfaction mediated by anxiety. They

concluded that teachers' secure adult attachment increases their job satisfaction by lowering their anxiety, whereas ambivalent attachment reduces job satisfaction through the experience of higher levels of anxiety.

It has been possible, however, to locate a small number of studies in the context of several master's theses performed within the Greek educational system. In a master's thesis of primary school teachers and principals in the wider area of Trikala by Gkagkastathi (2019), it was found that the anxious and avoidant attachment style was negatively associated with job satisfaction for principals, but not for their subordinate teachers.

A master's thesis by Athanasiadou (2012) studied 24 school headmasters and 149 teachers from the same schools and found that there is a positive association between attachment anxiety and avoidance of principals and their satisfaction from work, positive emotion, group cohesion and the quality of the leader/follower exchange, whereas there is a negative association with negative emotion and burnout. However, the results were opposite for teachers. Also, there was a positive association between securely attached principals and followers' positive emotion and job satisfaction, and a negative association between avoidantly and anxiously attached principals and their employees' positive emotion and work satisfaction.

In a master thesis by Vasileiou (2015) exploring the relationship between teachers' attachment styles and students' emotions and performance, teachers' secure attachment style was positively associated with experiencing positive emotion, job satisfaction and quality of life for teachers, whereas the insecure attachment style was associated with lower positive emotion and job satisfaction.

Again, it is evident from the above discussion that there is a need for more robust research in the field of attachment theory and the professional well-being of educators, measured in terms of burnout and job satisfaction.

The Present Study

Aim of the Research

The literature review that has been conducted highlights the importance of the topic of burnout and job satisfaction for the effective functioning and well-being of teachers, and especially for teachers within the Greek educational system. Considerable energy has been spent in examining these phenomena in the literature worldwide. Teachers' well-being affects significant outcomes in the field of education involving teacher-student relationships, students' performance and the overall quality of the education provided. In recent years, political and financial conditions in the country have made these areas even more important.

The prominent need to investigate personal characteristics along with contextual factors when examining teachers' coping, effectiveness and overall satisfaction has been underscored. Teaching is a profession that entails close relationships with numerous parties including parents, colleagues, supervisors and of course students, thus making attachment theory, which has proved to affect present and future functioning in relationships (Hazan & Shaver, 1987), a major theoretical underpinning under consideration.

Research on teachers' adult attachment is rather scarce. In a study by Man and Hamid (1998), securely attached Chinese pre-service teachers demonstrated better ability for the evaluation of positive and negative aspects of the classroom and were more able to objectively attribute causes of classroom failure. Insecurely attached teachers on the other hand tended to diminish teacher failure and not perceive teachers as responsible for classroom failure. In another study by Kesner (2000) securely attached teachers appeared more likely to form secure relationships with their students, showing that the attachment style of teachers can influence their ability of reading and interpreting children's needs, allowing room for more sensitivity and

responsiveness in their interactions. Various other studies link teacher adult attachment orientation with conflict management styles, classroom emotional support, attachment-like relationships between teachers and students with disabilities, teachers' decision making and so on (Granot, 2014; Morris-Rothschild & Brassard, 2006; Polatlar & Öztabak, 2021; Sher-Censor et al., 2019).

This study aimed to build on the body of research exploring the effect of attachment style on work-related outcomes such as burnout and job satisfaction within health-related and human service professions and expand it to the vital area of teaching. More specifically, it has attempted to investigate the association between secure and insecure attachment styles and the level of burnout and job satisfaction experienced by teachers in Greek public and private schools.

Research Hypotheses

Considering all of the above, the following hypotheses were formed:

H1: Attachment anxiety and attachment avoidance are significant predictors of burnout in Greek teachers

H2: A negative association exists between Greek teachers' secure attachment style and burnout and a positive association exists between Greek teachers' insecure attachment style (either avoidant or anxious) and burnout

H3: Attachment anxiety and attachment avoidance are significant predictors of job satisfaction in Greek teachers

H4: A positive association exists between Greek teachers' secure attachment style and job satisfaction and a negative association exists between Greek teachers' insecure attachment style (either avoidant or anxious) and job satisfaction.

Method

Participants

The participants of this study included Greek teachers working in both primary and secondary educational levels. There were no inclusion criteria in relation to years of experience, educational level attained, sexual orientation and marital or occupational status. There was however a requirement for teachers to be currently employed at the time of completing the survey so that the self-report measures of burnout and job satisfaction could be meaningful. The participation in a romantic relationship on the part of the respondents at the time of completing the survey was not a requirement; any romantic relationship, either past or present, could have been used as a reference when completing the adult attachment orientation questionnaire.

Procedure

After approval by Deree's Institutional Review Board, participants were recruited following the start of the academic year and specifically at the end of September leaving enough time for teachers to be fully adjusted to their everyday working life. The recruitment process lasted approximately one month and a half, after which time the survey was closed.

Contacting participants occurred over the Internet. An online survey was created and a corresponding post was published on Facebook including an invitation for participation in the study, as well as a link pointing to the study's questionnaire. The Facebook post was included in various Facebook groups relating specifically to education so that it could be accessible to teachers of both primary and secondary education, as well as to teachers of various subjects.

The online survey firstly included a short narration informing respondents about the purpose of the study explaining that they need to be over 18 years and presently employed as teachers in primary or secondary education. Then they were asked to provide their consent. Both

the briefing regarding the purpose of the study and the informed consent form are shown in Appendix A. Participation in the survey started with demographic and occupational questions, as shown in Appendix B, followed by the three afore-mentioned questionnaires of the study. The three questionnaires were provided solely in Greek as the study is addressed to Greek speaking educators currently employed in Greek schools. They are shown in Appendices C, D and E. The online survey was created in a way that assures anonymity seeing as there was no way to collect personal identifiers. The data collected from respondents could not in any way be traced back to them personally.

Upon completion, a debriefing statement was provided online, describing in more detail the goals of the study and outlining the possibility to share the study's results upon request. The debriefing statement is shown in Appendix F.

Description of Instruments Used

After agreeing to take part in the study, the participants originally filled in some demographic and employment information by answering a series of questions that were developed by the principal investigator of this study in agreement with the thesis supervisor. These questions included personal information such as age, gender, relationship status, and educational level attained, as well as occupational information, such as years of teaching experience, type of school currently employed and teaching subject.

The instruments that were used for the assessment of teacher burnout and job satisfaction are the Maslach Burnout Inventory – Educators' Survey (MBI-ES) and the Teachers' Satisfaction Inventory (TSI) respectively. The instrument assessing the attachment style of Greek teachers was the Experiences in Close Relationships-Revised Questionnaire (ECR-R). All three

instruments have been widely used for research in the corresponding areas and they have been adapted and validated for use with the Greek population.

Measure of Adult Attachment Orientation

Seeing as more recently research has had a focus on dimensional models of attachment, the Experiences in Close Relationships-Revised Questionnaire (ECR-R) has been developed to assess individual differences on two separate attachment dimensions, namely attachment anxiety and attachment avoidance (Fraley & Shaver, 2000).

It is a self-report measure of adult romantic attachment and it consists of 36 items that assess the ways of relating to others in close relationships. Respondents are asked to answer each question using a 7-point Likert scale that ranges from 1 (strongly disagree) to 7 (strongly agree). It comprises of two subscales of 18 items each. The first subscale measures attachment anxiety with items such as “I'm afraid that I will lose my partner's love” and “I rarely worry about my partner leaving me”. The second subscale measures attachment avoidance with items such as “I don't feel comfortable opening up to romantic partners” and “I talk things over with my partner”. Being in a romantic relationship or having a particular partner in mind is not a requirement in order to be able to answer this questionnaire. After reversing the scoring for the denoted items, a higher resulting score on each subscale indicates higher levels of attachment anxiety or avoidance, whereas lower scores show higher levels of attachment-related security. The attachment avoidance subscale includes questions 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, and 35, whereas the remaining questions make up the attachment anxiety subscale.

The ECR-R is one of the most widely used self-report measures for assessing adult attachment. According to Fraley and Phillips (2009), it is often suggested as the primary self-report questionnaire for measuring attachment patterns in adults. Through longitudinal analyses

it was reported that for a duration of three weeks, highly stable indicators of latent attachment were produced by the ECR-R (85% shared variance) (Sibley et al., 2005). The instrument shows high convergent and discriminant validity, good test-re-test reliability (Sibley et al., 2005), as well as high internal consistency for both scales with Cronbach's alpha values of .91 and .94 respectively for the attachment anxiety and avoidance subscales (Brennan et al., 1998).

In the context of this study, the Greek version of the above instrument was used. The measure's adaptation for use in the Greek language and validation in the Greek population has been performed by Tsagarakis et al. (2007). The G-ECR-R demonstrates clear two-factor structure consistency with relevant research and theoretical findings produced in other countries regarding adult attachment. In the Greek version, classical psychometric properties are satisfactory regarding internal consistency and test-retest reliability. More specifically, Cronbach's alpha coefficients of .91 were reported for both anxiety and avoidance dimensions and test-retest reliability was adequate, with a value of .88 for the anxiety and .85 for the avoidance subscale. Convergent validity with the commonly employed Relationship Questionnaire (Bartholomew & Horowitz, 1991) was reported for both the G-ECR-R subscales of anxiety and avoidance.

Measure of Job Burnout

In order to measure the level of burnout among teachers the Maslach Burnout Inventory (Maslach & Jackson, 1981), and more specifically its specialised version for educators was used, namely the Maslach Burnout Inventory: Educator's Survey (Maslach et al., 1996). The MBI was originally developed to be used in human service occupations, however due to the growing interest of burnout among teachers, a separate version was designed for educational occupations.

According to Maslach et al. (1996), the MBI-ES was developed as a diagnostic tool to designate individuals as “burned out” and it is a widely accepted measure in this field of research.

The MBI-ES is a 22-item self-report questionnaire, which measures teacher burnout in terms of three distinct dimensions. Respondents are asked to identify how often they experience feelings of burnout and statements are rated on a 7-point Likert scale ranging from 1 (never) to 7 (daily). The three dimensions of burnout reflect the research focus on occupations where interactions with other individuals, such as clients or students, are central, namely emotional exhaustion, depersonalisation and personal accomplishment. The emotional exhaustion dimension measures the experience of teachers feeling emotionally overextended and exhausted from their jobs, with items such as “I feel used up at the end of the workday”. The depersonalisation subscale assesses their perception of responding in an impersonal and insensitive manner to their students with statements such as “I feel I treat students as if they were impersonal objects”. Educators’ negative self-evaluation and feelings of incompetence are measured through the personal accomplishment dimension with items such as “I have accomplished many worthwhile things in this job”. The scores for each dimension result from the addition of the scores on the corresponding questions and they can be characterised as low, moderate and high.

In the literature, several measures have been produced to assess individuals’ level of burnout. The strongest psychometric properties have been exhibited by the Maslach Burnout Inventory (Maslach & Jackson, 1981). Initial estimates of Cronbach alpha values by Iwanicki and Schwab (1981) were .90, .76 and .76 respectively for emotional exhaustion, depersonalization, and personal accomplishment. In a subsequent study by Gold (1984) a further

examination of the reliability of the instrument reported Cronbach alpha values of .88 for the emotional exhaustion dimension, .74 for depersonalisation, and .72 for personal accomplishment.

The MBI-ES was adapted to the Greek population and translated to the Greek language by Kokkinos (2006). Therefore, in the context of this study the «Maslach Burnout Inventory – Greek version» (Kokkinos, 2006) will be used, which has been employed in past research with Greek teaching populations (Antoniou et al., 2000; Kantas, 2001). Factor analytic techniques supported the construct's three-factor structure and psychometric properties were satisfactory with the entire scale presenting with a Chronbach's alpha value of .74 and the corresponding values ranging between .68 and .90 for the three dimensions (Kokkinos, 2006).

Measure of Job Satisfaction

Teachers' job satisfaction was assessed with the Teachers' Satisfaction Inventory (TSI) in the context of the present study. This instrument was developed and validated in the Greek population by Gkolia and Koustelios (2014). According to the literature, there are a number of factors contributing to teachers' job satisfaction. However, the questionnaire has been adapted to the Greek educational system and therefore several factors have been omitted because they do not play an important role in shaping Greek teachers' job satisfaction, such as their salary, evaluation and promotional opportunities. The questionnaire was developed based on research data from 28 public primary and secondary schools in Greece (Gkolia, 2014).

The TSI is made up of 20 items. These items are divided in five subscales, namely the principal, the colleagues, the nature of the job, the students and the working conditions. Respondents are asked to rate their statements on a 5-point Likert scale, from "1 – Completely disagree" to "5 – Completely agree". Five of the statements measure the factor "principal" with items such as "My principal treats everyone in a fair manner", another five statements measure

the factor “colleagues” with items such as “I get along with my colleagues”, four statements measure the factor “nature of job” with items such as “A teacher’s role is important”, three statements measure the factor “students” with items such as “I work efficiently with my students” and another three measure the factor “working conditions” with items such as “The school’s surroundings are safe”.

Cronbach alpha and RHO values are high. More specifically, the entire scale presents with a Chronbach’s alpha value of $\alpha = .90$ και $RHO = .95$. Regarding the specific subscales, the Cronbach alpha and RHO values range from .79 to .93 and from .80 to .93 respectively (Gkolia & Koustelios, 2014).

Data Analysis

The data collected was processed through the use of the statistical software IBM SPSS Statistics. Statistical analysis initially involved descriptive statistics that were applied in order to describe the available sample, as well as the main variables of the study. In order to explore hypotheses 1 and 3 of the study stating that attachment anxiety and avoidance are predictors of burnout and job satisfaction respectively, standard multiple regression was employed. Preliminary analysis was conducted to ensure that there are no violations of the assumptions of normality, linearity, multicollinearity and homoscedasticity. In order to explore hypotheses 2 and 4 stating that attachment security has a negative association with teacher burnout and job satisfaction whereas attachment insecurity has a positive association, one-way ANOVA was employed.

Results

Sample Demographics

The sample that was recruited for the study comprised of 158 participants, and specifically 125 females (79.1%) and 32 males (20.3%). One participant reported “Other” in regards to gender (0.6%). Regarding their age range, almost half of the participants were between 45 and 54 years old, and specifically 71 participants (44.9%). Of the remaining age ranges, 34 participants were between 35 and 44 years old (21.5%) and 35 participants were between 55 and 64 years old (22.2%). Only 15 participants were between 25 and 34 years old (9.5%) and only 3 participants were between 18 and 24 years old (1.9%). Being in a romantic relationship was not a requirement for the completion of the study, as the ECR-R questionnaire could have been completed bearing in mind any current or past romantic relationship. In terms of their family status, 102 participants reported being presently married (64.6%), whereas 35 participants reported not being married (22.2%), 19 participants reported being divorced (12.0%) and 2 participants were widowed (1.3%).

Furthermore, within the recruited sample, 75 participants have obtained a university degree from a Greek AEI or TEI (47.5%), 9 participants have obtained a second university degree (5.7%), 68 participants have received a postgraduate (master’s) degree (43.0%) and 5 participants possessed a professional doctorate degree, i.e. a PhD (3.2%). In terms of the educational level in which they are currently employed, from the 158 subjects, 79 participants are working in the primary educational level (50.0%) and 78 participants are employed in the secondary educational level (49.4%).

The recruited sample comprised of teachers working in a Greek public or private school for the academic year 2023-2024. The teachers participating in the study came from a wide

variety of disciplines, as shown in Table 1. Among these disciplines, the most multitudinous ones were primary school teachers with 51 participants (32.2%), followed by Greek language teachers in secondary education with 17 participants (10.8%) and Information Technology teachers from both educational levels with 16 participants (10.1%). In terms of working experience, 15 participants had 0 to 5 years of teaching experience (9.5%), 27 participants had 6 to 15 years of experience (17.1%), 79 participants had 16 to 25 years of experience (50.0%) and 37 participants had over 25 years of teaching experience (23.4%).

The recruited sample of teachers comprised mostly of permanently based employees and specifically 137 participants (86.7%), whereas the remaining 21 participants were substitute teachers (13.3%). There were no hourly employees in the sample. Regarding the type of school where the study participants were employed, 138 participants reported working in the public sector (87.3%), whereas 20 participants reported working in the private sector (12.7%). All the above information can be seen in Table 1.

Internal Consistency of Instruments

Overall, the internal consistency of the G-ECR-R for the present study had a Cronbach's alpha value of .94. In terms of the two attachment subscales, internal consistency was high for both, and more specifically the subscale of anxiety had a Cronbach's alpha coefficient of $\alpha=.92$, and the subscale of avoidance had a Cronbach's alpha coefficient of $\alpha=.90$.

The internal consistency of the MBI-ES instrument was acceptable with a value of .79 for the overall scale. In terms of the three different dimensions, internal consistency was acceptably high for all. The emotional exhaustion component of burnout had a Cronbach's alpha coefficient of $\alpha=.93$, the personal accomplishment component had a Cronbach's alpha coefficient of $\alpha=.84$ and the depersonalization component had a Cronbach's alpha coefficient of $\alpha=.77$.

Cronbach's alpha value was also good for the TSI scale with a value for the overall scale of .89. The five different subscales had acceptably high values, with Cronbach's alpha value equal to .91 for the principal, .91 for the colleagues, .78 for the nature of the profession, .75 for the relationship with the students and .84 for the school.

Descriptive Statistics

The first step in the analysis conducted for this study consisted of calculating the descriptive statistics of the study's main variables for the entire sample, namely a) anxiety and avoidance in terms of attachment orientation, b) emotional exhaustion, depersonalisation and personal accomplishment in terms of burnout, and c) participants' satisfaction with their principal, their colleagues, the nature of their profession, their school and their relationship with their students, as well as their overall job satisfaction.

In terms of attachment orientation, the descriptive statistics analysis of the responses to the ECR-R questionnaire indicated that attachment avoidance had a mean value of 50.72 (SD = 15.94) and attachment anxiety had a mean value of 51.57 (SD = 17.97).

Regarding burnout, descriptive statistics analysis demonstrated that the mean value of the emotional exhaustion subscale was 29.12 (SD = 12.81), the mean value of the personal accomplishment subscale was 46.54 (SD = 6.77) and the mean value of the depersonalisation subscale was 8.51 (SD = 4.65).

In terms of job satisfaction, descriptive statistics analysis revealed a mean value of 78.27 (SD = 8.63) for the overall scale, whereas the means reported for each individual subscale are as follows: 19.28 (SD = 3.51) for the satisfaction with the school principal, 20.01 (SD = 2.99) for the satisfaction with colleagues, 17.00 (SD = 2.14) for the satisfaction with the nature of the profession,

11.84 (SD = 1.56) for the satisfaction from the relationship with students and 10.13 (SD = 2.57) for the satisfaction with the school.

A detailed view showing the descriptive statistics that report the mean value, the minimum and maximum values and the standard deviation of the scores for each variable can be seen in Table 3.

Hypotheses Testing

Research Hypothesis 1

The first research question addressed by this study explored the role of adult attachment orientation on the burnout experienced by Greek teachers. More specifically, the hypothesis suggested that attachment anxiety and attachment avoidance would act as predictors in the development of burnout.

In the effort to assess the aforementioned hypothesis, firstly standard multiple regression was performed in order to assess the capacity of adult attachment to act as a significant predictor of the emotional exhaustion component of burnout and more specifically to assess whether adult attachment anxiety and avoidance can predict in a significant way the levels of emotional exhaustion among teachers working in Greek schools for the academic year 2023-2024.

Preliminary analysis was conducted to ensure that there is no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity.

The results of the computed regression analysis demonstrated that the two predictors explained 12.8% of the variance in the emotional exhaustion dimension of burnout, $R^2 = 0.128$, $F(2,155) = 11.42$, $p < .001$. Whereas attachment anxiety contributed significantly to the prediction of the outcome variable ($b = 0.389$, $p < .001$), attachment avoidance did not ($b = -0.059$, $p = 0.519$). The results are presented in Table 4.

The assumption of multicollinearity was met, as the “Tolerance” value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675; attachment avoidance = 0.675) and the “Variance Inflation Factor” (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 1. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook’s Distance value was 0.103, which is below the critical value of 1. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 2.

Secondly, a standard multiple regression model was applied in order to assess whether adult attachment orientation has the capacity to predict the personal accomplishment component of burnout among teachers employed in Greek public and private schools for the current academic year, and specifically whether attachment anxiety and avoidance are significant predictors of the personal accomplishment subscale of burnout. The results indicated a significant model, which explained 4.6% of the variance in the personal accomplishment component of burnout, $R^2 = 0.046$, $F(2,155) = 3.745$, $p = 0.026$. However, both dimensions of attachment anxiety and attachment avoidance were found not to be significant predictors of the personal accomplishment dimension of burnout ($b = -0.137$, $p = 0.153$ and $b = -0.104$, $p = 0.276$ respectively). The results are presented in Table 5.

The assumption of multicollinearity was met, as the “Tolerance” value was above the threshold value for both independent variables (attachment anxiety = 0.675; attachment

avoidance = 0.675) and the “VIF” was again below the threshold value (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 3. The Mahalanobis Distance was 21.361, above the threshold value, however the Cook’s Distance value was 0.094, which stands below the corresponding critical value. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 4.

Thirdly, standard multiple regression was applied in order to assess the predicting capacity of attachment anxiety and attachment avoidance on the levels of the depersonalisation dimension of burnout. The two predictor variables were able to explain the variance in the depersonalisation component, resulting in a significant model, which explains 12.5% of the variance in the depersonalisation dimension of burnout, $R^2 = 0.125$, $F(2,155) = 11.05$, $p < .001$. Attachment anxiety was found to significantly predict the depersonalisation dimension of burnout in Greek teachers ($b = 0.230$, $p = 0.013$), whereas attachment avoidance did not ($b = 0.168$, $p = 0.069$). The results are presented in Table 6.

The assumption of multicollinearity was met, as the “Tolerance” value was above the threshold value for both independent variables (attachment anxiety = 0.675; attachment avoidance = 0.675) and the “VIF” was again below the threshold value (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 5. The Mahalanobis Distance was 21.361, above the threshold value, however the Cook’s Distance value was 0.168, which stands below

the corresponding critical value. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 6.

Research Hypothesis 2

The second research question of this study referred to the investigation of whether securely and insecurely attached Greek teachers would exhibit significant differences in their levels of burnout. The hypothesis suggested that a secure attachment style and burnout would be negatively associated, whereas an insecure attachment style and burnout would be positively associated.

In the effort to assess the aforementioned hypothesis, firstly a one-way ANOVA analysis was performed in order to examine whether a negative association exists between Greek teachers' secure attachment style and the emotional exhaustion component of burnout, and whether a positive association exists between their insecure style and emotional exhaustion. The emotional exhaustion subscale of teachers was therefore measured in the following two groups: securely attached individuals ($M = 24.70$, $SD = 9.44$) and insecurely attached individuals ($M = 31.61$, $SD = 13.79$) (see Table 7). The application of one-way ANOVA showed that there is a significant difference $Welch(1, 150.14) = 13.86$, $p < 0.001$ between the two groups.

More specifically, with the aim of exploring in more detail the above hypothesis, a one-way ANOVA model was calculated involving the secure, as well as the three different insecure attachment styles of Greek teachers, namely fearful, dismissing and preoccupied, in terms of their emotional exhaustion. The one-way ANOVA model was significant $Welch(3, 53.18) = 5.64$, $p = 0.002$, indicating that there are significant differences between the secure attachment style ($M = 24.70$, $SD = 9.44$), the dismissing attachment style ($M = 26.20$, $SD = 10.78$), the fearful attachment style ($M = 31.78$, $SD = 12.95$) and the preoccupied attachment style ($M = 36.09$, SD

= 16.97) on the levels of the emotional exhaustion dimension of burnout (see Table 8). According to the post-hoc comparisons with Bonferroni correction, the securely attached group had significantly lower levels of emotional exhaustion compared to the fearful group ($p = 0.013$) and to the preoccupied group ($p = 0.002$).

Secondly, the above hypothesis was investigated through the application of a one-way ANOVA model to explore whether a significant difference was exhibited between the securely and insecurely attached teachers in terms of the personal accomplishment component of burnout. The calculated one-way ANOVA model was significant $Welch(1, 142.13) = 8.10, p = 0.005$, indicating that securely attached teachers ($M = 48.40, SD = 5.51$) and insecurely attached teachers ($M = 45.50, SD = 7.20$) are significantly different on the levels of their personal accomplishment (see Table 9).

In order to further examine the above hypothesis, four different attachment style groups were investigated in terms of the personal accomplishment component of burnout. The one-way ANOVA analysis resulted in a non-significant model $Welch(3,53.80) = 2.76, p = 0.051$ between the four groups: teachers with secure attachment style ($M = 48.40, SD = 5.51$), dismissing attachment style ($M = 46.65, SD = 6.35$), fearful attachment style ($M = 45.46, SD = 7.17$) and preoccupied attachment style ($M = 44.55, SD = 8.15$) indicating that the attachment style variable does not have a significant effect on the personal accomplishment dimension of burnout (see Table 10).

Finally, one-way ANOVA analysis was conducted and the level of the depersonalisation component of burnout was measured between securely ($M = 7.00, SD = 3.40$) and insecurely ($M = 9.37, SD = 5.05$) attached Greek teachers (see Table 11). The application of one-way ANOVA showed that the model is significant $Welch(1,151.14) = 12.31, p < 0.001$.

More specifically, in order to elaborate on the above analysis, one-way ANOVA was applied in order to study the impact of the four attachment styles on the levels of the depersonalisation. The analysis revealed a significant impact of attachment style on depersonalisation levels $Welch(3,57.44) = 5.40, p = 0.002$ between the secure ($M = 7.00, SD = 3.40$), the dismissing ($M = 8.20, SD = 3.75$), the fearful ($M = 10.46, SD = 5.64$) and the preoccupied ($M = 7.50, SD = 3.56$) (see Table 12). According to the post-hoc comparisons with Bonferroni correction, the securely attached group had significantly lower levels of depersonalisation as compared to the fearful group ($p < 0.001$) and the fearful group had significantly higher levels of depersonalisation as compared to the preoccupied group ($p = 0.05$).

Research Hypothesis 3

In the context of the third hypothesis of the present study, it was hypothesised that attachment anxiety and avoidance would act as significant predictors of job satisfaction in Greek teachers. In the effort to assess the aforementioned hypothesis, firstly a multiple regression model was applied in order to assess the capacity of adult attachment orientation to predict the level of Greek teachers' overall satisfaction in a significant way, based on the total score obtained on the TSI questionnaire including all the different subscales. Preliminary analysis was conducted to ensure that there is no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity.

The results of the computed regression analysis demonstrated that the two predictors explained 9.9% of the variance in teachers' overall job satisfaction, $R^2 = 0.099, F(2,155) = 8.56, p < .001$. Both attachment anxiety and avoidance contributed non-significantly to the prediction of the outcome variable ($b = -0.145, p = 0.120$ and $b = -0.209, p = 0.025$ respectively). The results are presented in Table 13.

The assumption of multicollinearity was met, as the “Tolerance” value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675; attachment avoidance = 0.675) and the “Variance Inflation Factor” (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 7. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook’s Distance value was 0.260, which is below the critical value of 1. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 8.

Additionally, standard multiple regression was performed in order to assess the capacity of adult attachment orientation to predict in a significant way the five different subscales of the TSI questionnaire.

A multiple regression analysis model was computed in order to assess whether an anxious or avoidant attachment would act as significant predictors of teachers’ satisfaction with their school principal, measured through the corresponding subscale of the TSI questionnaire. The results indicated a significant model which explained 6.0% of the variance in the “satisfaction with the principal” dimension of teachers’ job satisfaction, $R^2 = 0.060$, $F(2,155) = 4.97$, $p = 0.008$. However, both attachment anxiety and attachment avoidance were found to be non-significant predictors of the outcome variable in Greek teachers ($b = -0.123$, $p = 0.195$ and $b = -0.153$, $p = 0.108$ respectively). The results are presented in Table 14.

The assumption of multicollinearity was met, as the “Tolerance” value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675;

attachment avoidance = 0.675) and the “Variance Inflation Factor” (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 9. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook’s Distance value was 0.269, which is below the critical value of 1. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 10.

A multiple regression model was applied to assess whether adult attachment anxiety and attachment avoidance can significantly predict the levels of satisfaction with their colleagues among teachers working in Greek schools for the academic year 2023-2024. Preliminary analysis was conducted to ensure that there is no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity.

The results of the computed regression analysis demonstrated that the two predictors explained 4.7% of the variance in teachers’ satisfaction with their colleagues dimension of the TSI questionnaire, $R^2 = 0.047$, $F(2,155) = 3.86$, $p = 0.023$. However, neither attachment anxiety nor attachment avoidance contributed significantly to the prediction of the outcome variable ($b = -0.163$, $p = 0.090$ and $b = -0.079$, $p = 0.407$). The results are presented in Table 15.

The assumption of multicollinearity was met, as the “Tolerance” value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675; attachment avoidance = 0.675) and the “Variance Inflation Factor” (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 1. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook's Distance value was 0.071, which is below the critical value of 11. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 12.

Multiple regression analysis was conducted in order to assess the capacity of attachment anxiety and avoidance to predict the levels of teachers' satisfaction with their relationship with their students. The resulting regression model was significant and it explained 3.9% of the variance in the "satisfaction with the relationship with students" dimension of teachers' job satisfaction, $R^2 = 0.039$, $F(2, 155) = 3.12$, $p = 0.047$. However, attachment anxiety and attachment avoidance were found to be non-significant predictors of the outcome variable in Greek teachers ($b = -0.069$, $p = 0.472$ and $b = -0.149$, $p = 0.122$ respectively). The results are presented in Table 16.

The assumption of multicollinearity was met, as the "Tolerance" value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675; attachment avoidance = 0.675) and the "Variance Inflation Factor" (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 13. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook's Distance value was 0.391, which is below the critical

value of 1. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 14.

A multiple regression model was calculated in order to assess the predicting capacity of attachment anxiety and avoidance on the levels of teachers' satisfaction with the nature of the teaching profession, represented by the corresponding dimension in the TSI questionnaire assessing teachers' satisfaction from the nature of the job itself. The results of the analysis were significant and the model explained 8.3% of the variance in the "satisfaction with the nature of the job" dimension of teachers' job satisfaction, $R^2 = 0.083$, $F(2,155) = 6.97$, $p = .001$. More specifically, attachment anxiety was found not to be a significant predictor of teachers' satisfaction with the nature of the teaching profession ($b = -0.129$, $p = 0.172$), whereas attachment avoidance was found to be a significant predictor of the outcome variable ($b = -0.194$, $p = 0.040$). The results are presented in Table 17.

The assumption of multicollinearity was met, as the "Tolerance" value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675; attachment avoidance = 0.675) and the "Variance Inflation Factor" (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 15. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook's Distance value was 0.299, which is below the critical value of 1. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 16.

Finally, multiple regression analysis was applied in order to determine whether attachment anxiety and avoidance have the capacity to significantly predict the levels of teachers' satisfaction with their school, assessed by the corresponding subscale of the TSI questionnaire. The results demonstrated the non-significance of the regression model, which explained 1.9% of the variance in the "satisfaction with the school" dimension of teachers' job satisfaction, $R^2 = 0.019$, $F(2,155) = 1.52$, $p = 0.222$. More specifically, attachment anxiety was found to be a non-significant predictor of the outcome variable in Greek teachers ($b = 0.021$, $p = 0.831$) and the same applies to attachment avoidance ($b = -0.149$, $p = 0.125$). The results are presented in Table 18.

The assumption of multicollinearity was met, as the "Tolerance" value for both independent variables was above the threshold value of 0.1 (attachment anxiety = 0.675; attachment avoidance = 0.675) and the "Variance Inflation Factor" (VIF) was below the threshold value of 10 (attachment anxiety = 1.482; attachment avoidance = 1.482).

The assumptions of homoscedasticity and linearity were met as shown by the rather rectangular shape of the Scatterplot depicted in Figure 17. In identifying the presence of outliers, the Mahalanobis Distance was 21.361, which is above the critical value of 13.82 for two predictor variables, however the Cook's Distance value was 0.184, which is below the critical value of 1. The normal P-P plot of the regression standardised residuals showed the presence of normality as depicted in Figure 18.

Research Hypothesis 4

The fourth hypothesis of the present research examined the role of attachment styles on the job satisfaction of teachers working in Greek public and private schools for the current academic year and specifically investigated whether any significant differences were exhibited in

the job satisfaction mean scores of teachers possessing different attachment styles. A positive association was hypothesised between teachers' secure attachment and their job satisfaction and a negative association was hypothesised between teachers' insecure attachment style and their job satisfaction.

To this end, firstly a one-way ANOVA model was applied in order to study the impact of attachment style (secure / insecure) on the levels of teachers' overall job satisfaction. The produced model was significant $F(1,156) = 11.91, p < 0.001$, stating that there are significant differences between the securely attached individuals ($M = 81.32, SD = 8.70$) and the insecurely attached individuals ($M = 76.55, SD = 8.14$) on the levels of teachers' overall job satisfaction. Results are presented in Tables 19 and 20.

Further one-way ANOVA exploring the impact of the four different attachment styles on teachers' overall job satisfaction revealed a significant effect $Welch(3,52.29) = 4.70, p = 0.006$, which indicated that there are significant differences between at least two of the following groups: those that possess a secure attachment style ($M = 81.32, SD = 8.70$), a dismissing attachment style ($M = 77.30, SD = 8.41$), a fearful attachment style ($M = 75.85, SD = 6.65$) and a preoccupied attachment style ($M = 77.73, SD = 11.21$) on the levels of the overall job satisfaction (see Table 21). According to the post-hoc comparisons with Bonferroni correction, the securely attached group had significantly higher levels of overall job satisfaction compared to the fearful group ($p = 0.003$).

Following the aforementioned statistical analysis on the basis of the participants' total score on their job satisfaction, a separate one-way ANOVA was performed for each subscale of the TSI questionnaire.

Firstly, a one-way ANOVA was performed in order to compare the effect of attachment style (secure / insecure) on teachers' satisfaction with their principal. The satisfaction with the principal was measured in the securely attached group ($M = 19.93$, $SD = 3.75$) and the insecurely attached group ($M = 18.92$, $SD = 3.33$) (see Table 22). The application of one way ANOVA showed that the attachment style variable did not have a significant effect on participants' satisfaction with their principal, $F(1,156) = 3.05$, $p = 0.083$, as shown in Table 23.

Additionally, through a further analysis, teachers' satisfaction with their principal was measured in the following four attachment style groups: teachers with secure attachment style ($M = 19.93$, $SD = 3.75$), dismissing attachment style ($M = 20.20$, $SD = 3.05$), fearful attachment style ($M = 18.20$, $SD = 3.07$) and preoccupied attachment style ($M = 19.68$, $SD = 3.85$) (see Table 24). The analysis revealed a significant impact of attachment style on teachers' satisfaction with their principal $F(3,154) = 3.18$, $p = 0.026$, as shown in Table 25. According to the post-hoc comparisons with Bonferroni correction, the securely attached group had significantly higher levels of satisfaction with the principal compared to the fearful group ($p = 0.046$).

Secondly, a one-way ANOVA was conducted to investigate whether any significant differences were exhibited in teachers' satisfaction with their colleagues among the securely attached individuals ($M = 20.65$, $SD = 3.01$) and the insecurely attached individuals ($M = 19.65$, $SD = 2.94$) (see Table 26). The results of the analysis showed that the two groups differ significantly in terms of their scores in their satisfaction with their colleagues $F(1,156) = 4.11$, $p = 0.04$, as presented in Table 27.

Further one-way ANOVA was performed to compare the effect of four different attachment styles on teachers' satisfaction with their colleagues. The corresponding satisfaction score was measured in teachers with secure attachment style ($M = 20.65$, $SD = 3.01$), dismissing

attachment style ($M = 19.85$, $SD = 2.99$), fearful attachment style ($M = 19.39$, $SD = 2.77$) and preoccupied attachment style ($M = 20.18$, $SD = 3.36$) (see Table 28). The application of one way ANOVA showed that attachment style does not have a significant effect on teachers' satisfaction with their colleagues, $F(3,154) = 1.78$, $p = 0.153$, as presented in Table 29.

Thirdly, the impact of attachment style (secure / insecure) on teachers' satisfaction with the nature of their profession was studied through the application of one-way ANOVA. The analysis revealed a significant impact of attachment style on teachers' satisfaction with their profession $F(1,156) = 10.13$, $p = 0.002$ between the group with secure attachment ($M = 17.70$, $SD = 2.01$) and insecure attachment ($M = 16.60$, $SD = 2.12$). Results are presented in Tables 30 and 31.

Further investigation through one-way ANOVA measured teachers satisfaction with their profession between individuals possessing four attachment styles, namely secure attachment ($M = 17.70$, $SD = 2.01$), dismissing attachment ($M = 16.55$, $SD = 2.26$), fearful attachment ($M = 16.61$, $SD = 1.74$) and preoccupied attachment ($M = 16.64$, $SD = 2.90$) (see Table 32). There was a significant difference in satisfaction with their profession among the four attachment groups at the $p < 0.05$ level, $Welch(3,51.80) = 3.59$, $p = 0.020$. According to the post-hoc comparisons with Bonferroni correction, the securely attached group of teachers had significantly higher levels of satisfaction with their profession compared to the fearful group ($p = 0.034$).

Fourthly, ANOVA was conducted to compare the effect of attachment style on teachers' satisfaction with their relationship with their students. Comparisons were made between the secure ($M = 12.26$, $SD = 1.53$) and insecure ($M = 11.59$, $SD = 1.54$) individuals (see Table 33). A significant effect of attachment style on satisfaction with the teacher-student relationship among Greek educators was revealed $F(1,156) = 6.93$, $p = 0.009$, as presented in Table 34.

Furthermore, one-way ANOVA was applied to measure teachers' satisfaction with their relationship with their students in the following four groups of attachment style: educators with secure attachment style ($M = 12.26$, $SD = 1.53$), dismissing attachment style ($M = 11.65$, $SD = 1.23$), fearful attachment style ($M = 11.61$, $SD = 1.39$) and preoccupied attachment style ($M = 11.50$, $SD = 2.13$) (see Table 35). The analysis concluded that there was a non-significant difference in educators' satisfaction with their teacher-student relationship between the four groups $F(3,154) = 2.32$, $p = 0.078$, as presented in Table 36.

Finally, a one-way ANOVA was performed to determine whether there is a difference in mean scores of teachers' satisfaction with their school between securely attached ($M = 10.77$, $SD = 2.64$) and insecurely attached ($M = 9.77$, $SD = 2.48$) teachers (see Table 37). The analysis revealed a significant impact of attachment style on teachers' satisfaction with their school $F(1,156) = 5.66$, $p = 0.019$, as shown in Table 38.

Further one-way ANOVA was performed in order to study the impact of attachment style on teachers' satisfaction with their school. The corresponding satisfaction subscale score was measured between the four groups: educators with secure attachment style ($M = 10.77$, $SD = 2.64$), dismissing attachment style ($M = 9.05$, $SD = 2.91$), fearful attachment style ($M = 10.03$, $SD = 2.22$) and preoccupied attachment style ($M = 9.73$, $SD = 2.69$) (see Table 39). The analysis revealed a marginally non-significant effect of attachment style on teachers' satisfaction with their school $F(3,154) = 2.64$, $p = 0.051$, as presented in Table 40.

Discussion

Teaching is classified among the professions where there is provision of care, support and guidance to others. The student-teacher relationship lies in the centre of the educational process and educators' mental health is crucial for the quality of the education provided. The importance of teachers' well-being has been highlighted throughout this study. Taking into consideration the national and international political, social and financial conditions at this point in time, which bring about even more challenges for teachers, the present research study aimed to explore a gap in the existing literature concerning vulnerability factors and specifically adult attachment orientation, for the development of stress and the experience of increased burnout and lowered job satisfaction among Greek teachers. Greek educators teaching any subject in primary and secondary education from both public and private schools employed in the current academic year were included in the research.

As it has been outlined throughout the study, research into other professions, especially within the field of health care and human service provision, has shown that adult attachment orientation can play a significant role in the experience of burnout and job satisfaction. Overall the findings of this study suggested that, as hypothesised, adult attachment is a significant predictor of the levels of both burnout and job satisfaction among Greek teachers.

Research Hypothesis 1

The first hypothesis of the present research was related to professional burnout. More specifically, it was hypothesised that attachment anxiety and avoidance would be significant predictors of burnout in Greek teachers. The hypothesis was supported in its largest part. All the regression models involving attachment anxiety and avoidance as predictors of the three dimensions of burnout, namely emotional exhaustion, depersonalisation and personal

accomplishment, were significant. However, attachment anxiety was the only predictor to reach the significance level for two out of the three dimensions of the construct, namely for emotional exhaustion and depersonalisation.

The findings of the present study in regards to the capacity of attachment anxiety to predict the levels of burnout is supported by existing literature, which outlines anxious individuals' vulnerability towards personal distress when they are asked to care for others' needs (George & Solomon, 1999).

When faced with a situation that provokes distress, a securely attached individual acknowledges it, searches, organises, enacts instrumental constructive actions and seeks emotional support from other people according to Mikulincer et al. (1990). When secure individuals find themselves in stressful situations they are more likely to rely on problem-focused strategies and seek social support.

On the other hand, according to Bowlby (1969), attachment anxiety indicates a style in interpersonal relationships, which seems to be rather stable and long-lasting. As it has already been mentioned, attachment anxiety relates to a person's concern and anger towards the attachment figure's availability. In adulthood a history of anxious attachment translates to an intense need for others' approval, along with the angry devaluing of other people, as well as an excessive fear and anger at possibly being rejected and abandoned (Brennan et al., 1998). On this basis, anxious individuals are more likely to direct their attention towards their distress (Mikulincer et al., 1993). Recent studies across various occupational fields have shown that dysfunctional interaction patterns at the workplace are more likely to be exhibited among people possessing an anxious attachment style, which makes them more susceptible to the experience of burnout (Burrell et al., 2009; Maunder et al., 2006).

A negative self-evaluation and a negative evaluation of their coping resources is characteristic of anxious individuals, who resort to ineffective energy management strategies for handling their distress (Mikulincer & Shaver, 2007). In addition, they waste their resources in trying to draw attention to themselves and to obtain the approval and support of others. According to Reizer (2015), individuals who pursue others' attention and approval in the workplace without success are more likely to experience a lowered level of wellbeing. As a consequence, emotional regulation poses a challenge for these individuals, which leads them to underperformance. These anxiously attached employees are more likely to ignore their stress, fail to understand the sources of stress and burnout, potentially turn to drugs, preoccupy their minds with the various aspects of the problem and try to come up with distractions, whereas they seem less likely to explore the positive facets of a specific situation (Pines, 2004).

In this sense, our study concludes that the anxiety dimension of attachment may be viewed as a personal vulnerability factor that can potentially promote the occurrence of emotional exhaustion and depersonalisation and therefore result to burnout, in line with past research (Kokkonen et al., 2014; Vîrgă et al., 2019).

Whereas attachment anxiety was a significant predictor of burnout in Greek teachers for the dimensions of emotional exhaustion and depersonalisation in line with past research, attachment avoidance did not reach the significance levels for burnout in the regression analysis. Existing literature on attachment avoidance has provided us with less consistency compared to attachment related anxiety. Several studies have reported significant positive correlations between avoidantly-attached individuals and their level of burnout (Falvo et al., 2012; Pines, 2004), yet other studies have yielded no significant results (Burrell et al., 2009; Maunder et al., 2006).

Individuals possessing different types of insecure attachment react to stress in different ways and this could provide us with a possible explanation for the aforementioned results. As it has already been outlined, both insecure types waste their valuable resources when faced with stressful circumstances, however they do so in a differing manner. Even though both insecure types appear to be related to stress and burnout, they engage in different coping strategies. More specifically, anxious individuals are more focused on their own distress and have a tendency towards the adoption of emotion-focused coping strategies (Mikulincer & Florian, 1995). The result is that an anxious attachment style is associated with a negative appraisal of an individual's coping resources and of one's self.

Anxiously attached individuals tend to hyperactivate their negative emotions, whereas avoidantly attached individuals suppress their negative emotions (Ronen & Mikulincer, 2009). Individuals who score high on attachment related avoidance have concerns about their level of self-reliance, their emotional distancing and their comfort with closeness. They display a tendency to possess a negative image of other people and an intense fear of being dependent on them (Brennan et al., 1998). According to attachment literature, avoidant individuals assume that others will not be available in distressful situations and therefore they have a tendency to exhibit a detachment from the tasks themselves and from significant figures (Mikulincer & Shaver, 2007). In this sense, they are more likely to create a cognitive and emotional distance from the sources of stressful situations. Those scoring high on attachment avoidance block awareness and any cognitive access to distressful circumstances and devalue their need for others, as their defence (Mikulincer et al., 2009). They opt for the minimisation of their problems in order to prevent aversive emotional experiences (Vîrgă et al., 2019). In this sense, avoidant individuals could be disengaged, but not necessarily burned out. Teaching entails situations that provide

caregiving and support of others and in this context, individuals' avoidance could serve as a protective factor that leads to their disengagement, and not necessarily their burnout. However, when the exposure to stress is prolonged and chronic, the defences of avoidantly-attached individuals could potentially break down and they could experience powerful negative emotions coming to the surface (Kokkonen et al., 2014).

Obviously, both anxious and avoidant persons encounter similar struggles in their workplace, however as explained, they seem to be distinguished in terms of the coping strategies they employ in order to handle their distress. Avoidant individuals use coping strategies in which they distance themselves and disengage. They minimise the display of emotions, they deny their negative affect or past memories and they devalue the occurrence of events that may bring about difficult feelings (Mikulincer et al., 1990). Anxiously attached individuals are hypervigilant to sources of distress, whereas avoidantly attached ones divert difficult feelings from awareness. Individuals with high scores on attachment anxiety experience ambivalence in their relationships; on one hand, they fear being abandoned, on the other they seek working with others (Mikulincer et al., 1993). This ambivalence lies in the root of their vulnerability to burnout. Overall, this research suggests that adult attachment orientation affects teachers' response to stress and therefore contributes to their likelihood for the development of burnout.

Research Hypothesis 2

The second hypothesis of this study investigated the impact of teachers' attachment style on their levels of experienced professional burnout. More specifically, it was hypothesised that Greek teachers' secure attachment style would be negatively associated with their burnout, whereas Greek teachers' insecure attachment, namely anxious or avoidant, would be positively associated with the levels of their experienced burnout. In the context of the afore-mentioned

investigation, one-way ANOVA was carried out exploring the relationship between individuals' attachment orientation, either secure or insecure, and the three different dimensions of burnout, namely emotional exhaustion, depersonalisation and personal accomplishment. This analysis revealed significant differences between the two attachment styles in all three dimensions of the construct of burnout, with secure individuals experiencing lower levels of emotional exhaustion and depersonalisation and higher levels of personal accomplishment compared to the insecure ones, fully in line with the original hypothesis.

This finding seems to be supported by past research across various occupational fields. Pines (2004) across five different studies involving individuals from different cultures and occupations found with consistency that securely attached individuals are negatively correlated with burnout, whereas those insecurely attached were positively correlated. Or to put it differently, the more secure style individuals possess, the less likely it is that they will experience burnout.

Securely attached individuals possess enhanced interpersonal ties, as well as coping mechanisms and skills. They experience stronger feelings of personal worth and a heightened sense of self-efficacy. It is through these emotions and skills-set that anxiety may be reduced and helpful strategies for managing environmental stressors may be developed, leading to enhanced emotional adjustment (Bowlby, 1980). Furthermore, Mikulincer et al. (1990) proposed that individuals' responses to stressful situations could be determined through a set of rules governed by attachment working models. Attachment experiences in earlier years have contributed to the development of cognitive schemata, which could affect the way individuals respond to stress and subsequently the ways in which they cope with distress, as well as their level of emotional adjustment under various conditions.

Past research within different areas has shown that emotional adjustment is negatively influenced by insecure attachment. In a study by Kobak and Sceery (1988), it was found that avoidantly and ambivalently attached individuals experienced more anxiety and showed more hostility compared to the securely attached ones. In another study by Collins and Read (1990), the perceptions of human nature overall, and the social world specifically, that these individuals possess were found to be more negative and mistrusting. Additionally, avoidantly attached individuals were less likely to reach out to their partners in order to be reassured when placed in anxiety provoking situations (Simpson et al., 1992) and anxiously attached individuals possessed a more negative self-image compared to the securely attached ones (Collins & Read, 1990). In general, insecure attachment has been linked to loneliness, a fear of being negatively evaluated, negative affect and the development of various physical symptoms (Hazan & Shaver, 1987; Hazan & Shaver, 1987; Mikulincer et al., 1990). From the above discussion, it is implied that insecure people seem to be at greater risk to find themselves in situations in which they are less equipped to cope and therefore they are more likely to experience stress and burnout.

On the basis of Bowlby's attachment theory, a secure attachment style experienced in earlier years allows adults to enter their profession holding realistic expectations and contributes to their capacity towards positive appraisal of circumstances that may lead to burnout, allowing them to cope with these situations constructively. According to Pines (2204), these individuals display a higher tendency to look for positive aspects in stressful situations and a lower tendency to ignore the causes of burnout.

On the contrary, insecurely attached individuals with insecure working models of attachment are more likely to go into their profession holding unrealistic expectations and to engage in poor coping when faced with burnout-causing conditions leading to the experience of

higher levels of burnout. The mechanism behind their poor coping derives either from their excessive obsession with these stressful situations for anxious individuals, or from their tendency to avoid them for avoidant individuals (Mikulincer & Florian, 1995). Insecure people exhibit a lower tendency to engage in active attempts towards problem solving and a higher tendency to avoid problems or collapse when faced with problematic situations. More specifically, anxious people tend to ignore the causes of burnout, engage in substance use and make an effort to find distractions. Avoidant individuals tend to talk less about their problems and they are more likely to try to leave from distressing situations.

Securely attached people in a sense possess a secure base that they have obtained through their early attachment experiences. This constitutes for them a personal resource that they can go back to for the facilitation of managing future situations that cause distress. This personal resource can be expressed through optimistic expectations, a strong sense of control and the confidence to seek help and support from others when in need (Collins & Read, 1990). In the case of secure attachment, early experiences have taught individuals that life adversities, even though they may be difficult, they can be managed, in this way facilitating the absorption of emotional distress and the development of a rather stable constructive attitude (Mikulincer et al., 1993).

On the other hand, in the case of insecurely attached individuals, early attachment experiences have contributed to a feeling of personal inadequacy in the relief of a person's own distress (Bowlby, 1980). A generalised working model may be developed in line with these experiences making life adversities seem more threatening and uncontrollable in an exaggerated manner. A feeling of smallness and helplessness is coupled with the absence of support from

others, which would otherwise be supplied by secure attachment bonds, thus leading to an impaired ability to handle stress and adversity and resulting in burnout (Mikulincer et al., 1993).

Finally, one-way ANOVA was performed in the context of this study across the three different insecure attachment styles. Burnout, as measured by the emotional exhaustion and depersonalisation subscales, negatively related to secure attachment and positively related to the fearful and preoccupied attachment styles. In contradiction to the expectations, no association was found between dismissing attachment and burnout on any dimension.

Past research findings on the association between the three insecure types and burnout have been rather contradictory. In a study by Vanheule and Declercq (2009) it was found that both fearful and preoccupied attachment styles are related to increased levels of burnout stating that these styles correspond to the anxious and avoidant styles according to Pines (2004) and in this sense they are confirming her results. On the other hand there was no association between the dismissing attachment style and burnout, in line with this research study.

In a cross-sectional observational study by Obeid et al. (2019) involving 789 subjects, all three attachment styles, namely fearful, dismissing and preoccupied were associated with the experience of increased burnout, increased levels of alexithymia, alcohol use disorder, depression and suicidal ideation. In the context of this study, the secure and three insecure styles were distinguished mainly in terms of differing levels of emotional intelligence, suggesting that secure individuals possess enhanced intrapersonal skills, like self-awareness, self-esteem and self-actualisation in comparison to the insecure styles. Additionally, the fearful and preoccupied styles, which share the feature of attachment anxiety, were strongly associated with depression and anxiety. People who score high on attachment anxiety regulate their emotions in a hyperactive manner by being constantly apprehensive of self-threats. They experience negative

feelings more intensely, they bring about negative memories more easily and struggle to suppress their negative emotions. This study also showed that fearful, dismissive and preoccupied styles are associated with increased levels of work fatigue experienced both emotionally and physically compared to the secure style. Within this study, secure attachment was negatively associated with all dimensions of burnout, preoccupied and fearful attachments had a positive relationship with all burnout components and dismissing attachment was negatively associated with depersonalisation solely.

The types of relationships that a person develops are determined by the mental representations that they possess in relation to the self and others, as are the types of responses that are evoked by him or her from their environment. In this sense, securely attached individuals are characterised by a positive model of self; they are therefore more likely to seek support and obtain it, in this way confirming their internal working model. Insecurely attached individuals on the other hand are more likely not to ask for support and subsequently not get it (Bartholomew & Horowitz, 1991).

More specifically, dismissive individuals tend to use disabling strategies when they are found in distressful situations. They disengage from their feelings and possible social support. This fact could contribute to a distorted view of their feelings. They consider themselves as self-sufficient, not vulnerable to or needing of close relationships. They seek less intimacy and tend to handle rejection by creating a distance from other people, which could function as a protective factor in the lived experience of emotional exhaustion and their sense of personal accomplishment, but leading to higher levels of depersonalisation, as suggested by the present study. On the other hand, the literature suggests that individuals with a fearful attachment style are characterized by decreased self-esteem and a low internalised sense of self-worth. Moreover,

they experience a lack of social security, and close relationships pose challenges for them and therefore they avoid them. They avoid intimacy, which decreases their chances of creating supportive relationships that might alter their working model of others (Grigoriadou & Kleftaras, 2017). The experience of low self-esteem coupled with the absence of supportive relationships with others can lead to the development of burnout.

Individuals with a fearful attachment style feel that they are not worthy of love and they possess negative expectations regarding other people's opinion of them. They consider others as untrustworthy and rejecting and therefore they escape these difficult emotions by avoiding close contact in order to avoid being rejected. However, they also depend on others to a great extent in order to maintain a positive self-image and crave for their approval. The tension created from needing to be dependent on others and fearing that others will harm them is a constant dilemma for fearful individuals and is in itself a significant source of stress that can lead to burnout (Bartholomew & Horowitz, 1991).

Preoccupied individuals also experience increased anxiety in their close relationships, and they tend to make constant efforts to gain others' acceptance so that they can feel good about themselves. They often find themselves in confusion using controlling behaviors and feeling angry towards the very people that they strive to elicit care from (Riley, 2010). Allen et al. (2005) provide an interesting description of the relentless and exhausting state in which preoccupied individuals find themselves: the relationships that these individuals so desperately engage in are actually the main source of the distress that they fail to regulate.

For fearful and preoccupied individuals fearing the loss of a significant relationship can prove a very important stressor, including the loss of interpersonal relationships within the workplace and work itself. This could lead to over-investment (workaholism) or a need for

continuous validation through performance having a specific objective in sight: maintaining important relationships. This fear of employees and especially teachers, can be triggered by inappropriate or challenging relationships with their students or their colleagues, as well as by objective work difficulties posed by the teaching profession and even though it is true for all employees, it is disproportionately prominent in these insecure individuals and could trigger defensive over-engagement. In this sense, burnout could be perceived as resulting from compulsively and excessively trying to maintain an important relationship that is seen as insecure, or decrease the fear of losing the relationship (Pšeničný & Perat, 2020). The above indicate that the aforementioned groups have a stronger need for self-care and support tailored to their needs.

Research Hypothesis 3

In the context of the third hypothesis of this study, it was hypothesised that adult attachment orientation would be able to predict the levels of Greek teachers' job satisfaction. The regression model involving attachment anxiety and avoidance as predictors of overall job satisfaction, as well as predictors of the five subscales of the TSI (except the "satisfaction with the school" subscale) were significant. This implies that insecure attachment styles in general are significant predictors of the measures of satisfaction. Under this perspective the aforementioned hypothesis is supported. On the other hand, attachment anxiety and attachment avoidance in the majority of cases did not have a significant unique contribution on the prediction of the outcome measures. Therefore, attachment anxiety and attachment avoidance did not play a special role on the prediction of satisfaction in the context of this study. Instead, the presence of increased insecure attachment levels in general was the critical factor.

Past research on the effect of attachment styles on job satisfaction has been somewhat contradictory. A study of 125 employees by Tziner et al. (2014) found that attachment styles are not associated with job satisfaction per se, but they are only associated with their intent to maintain or leave their job position. Schirmer and Lopez (2001) in their study of 117 university employees reported that attachment styles were not related significantly to job satisfaction scores, however found an interesting pattern of low anxiety and high avoidance predicting job satisfaction. In other words, higher job satisfaction scores among employees are witnessed among workers experiencing less anxiety around interpersonal rejection and less investment in the formation of close relationships.

On the other hand, there is a vast pool of literature associating attachment styles to levels of experienced job satisfaction. In a study of 219 depressed workers within the information technology industry, scores on anxious attachment were significantly correlated with dissatisfaction with relationships, and with their freedom in the selection of their own work methods. Scores on avoidant attachment significantly correlated with dissatisfaction in terms of hours at work, colleagues, the attention granted to worker initiatives by management and overall work dissatisfaction (Hardy & Barkham, 1994).

Hazan and Shaver (1990) reported that secure individuals experience higher levels of overall job satisfaction, they have a positive image of themselves as employees and they have confidence in their evaluation from their colleagues. In contrast, the anxious ones expect lower ratings from their colleagues and the avoidant ones additionally give themselves lower ratings on work-related performance. Securely attached subjects report less fears related to their job and fewer worries associated with their job performance and their evaluation by colleagues. They engage in habits that do not place their health or their relationships in jeopardy and they function

in their workplace without being primarily interested in pleasing or avoiding others, as they are not distracted by worries around their unmet attachment needs.

Based on attachment theory, attachment styles do not constitute a personality characteristic or a psychoanalytic residue from the early childhood years that has a long-lasting effect in time; it constitutes a way of interacting with others. Attachment styles are construed within the interpersonal arena and they combine structures of expectations, emotions and interpersonal interactions (Καφέτσιος, 2005).

Work environments, and especially schools, are filled with important interpersonal challenges. In this sense, they constitute a risky condition for numerous people (Bluestein & Prizes, 1995). Anxiously attached teachers may prefer working with others rather than alone, they may feel that their work is not appreciated or recognised to a satisfactory degree and they may tend to become over-obligated in their effort to please others. They may daydream about being successful and praised and fear failure and loss of self-esteem. Additionally, they are constantly preoccupied with concerns around their attachment issues, which distract them and interfere with their ability to complete projects, to meet deadlines and therefore to reach higher performance. They may feel underappreciated and experience fear of being rejected for not performing to high standards. Avoidantly attached individuals on the other hand have a strong preference for working alone and may try to avoid interactions with others and socialising or developing close relationships through the use of work as an excuse. They have a tendency to undervalue their job performance. They may approach work compulsively and engage in work during vacation time, experience nervousness when they are not working or work at the expense of their own health or their relationships (Hazan & Shaver, 1990).

In yet another study by Krausz et al. (2001) the afore mentioned findings are replicated reporting significantly higher satisfaction among the securely attached group in comparison to the insecure group. These findings provide support towards the claim that secure attachment in general is advantageous in mastery of environmental challenges and events (Blustein & Prizes, 1995), and equips individuals with higher adaptability to changes and stress-evoking circumstances (Mikulincer et al., 1993).

Under a different note, secure individuals use strategies for regulating their emotions, which assist them in minimising their stress. Their heightened sense of self-esteem helps them to adjust more easily to their social surroundings and feel safer (Simpson, 1990). The job satisfaction of teachers depends on the development of meaningful relationships with their students, on the development of social relationships with their colleagues and on their participation in decision-making processes; in all these conditions there is requirement for the existence of well-formulated social skills (Zembylas & Papanastasiou, 2006). Secure individuals, who depend on themselves and feel comfortable in the presence of others, are more cooperative and report being more satisfied from their interpersonal relationships. They believe that they possess better mechanisms for problem solving or dealing with difficulties and they report lower levels of stress. Insecure individuals on the other hand display higher levels of stress and emotional strain (Feeney, 1995). Avoidant individuals have been linked with the oppression of negative emotions, which has also been linked with the emergence of carcinomas (Kotler et al., 1995). A recent study in Great Britain and Greece has shown that the anxious attachment style is linked with higher levels of stress (Kafetsios, 2000) and past research confirms that attachment styles play a significant role in mental health and have predicting capacity in variables such as stress and depression (Priel & Shamai, 1995). As a conclusion, the findings of this study in line

with past literature indicate that attachment styles influence problem solving processes, emotion regulation mechanisms and the exercised ways of interacting with others and in this way have an effect on the experienced levels of job satisfaction.

Research Hypothesis 4

In the context of the fourth hypothesis of this research, it was hypothesised that the secure attachment style would be positively associated with Greek teachers' job satisfaction, whereas the insecure style (either anxious or avoidant) would be negatively associated with their job satisfaction. ANOVA was performed involving the score on teachers' overall job satisfaction, as well as the score on the five subscales relating to the principal, the colleagues, the relationship with their students, the nature of the teaching profession and the school. In line with our hypothesis, there were significant differences between the secure and insecure groups on all scales and subscales, except for the scale involving the satisfaction from the principal. A further ANOVA was performed involving the secure and the three insecure attachment styles, namely fearful, dismissing and preoccupied. The analysis revealed significant differences only between the secure and the fearful group in terms of the overall job satisfaction, the satisfaction with the principal and the satisfaction with the nature of the profession, partly in line with our original hypothesis.

The results of this study in terms of the fourth hypothesis are supported by available literature. Overall, past research has shown that secure attachment is associated with higher career satisfaction, and in general with higher levels of life satisfaction. This finding seems to be consistent across occupational fields, possibly explained by the quality of interpersonal relationships of securely attached individuals which are characterised by healthy and positive connections, entailing trust, sharing and mutual support (Wise et al., 2022), as already detailed.

In this sense, this study builds on the centrality of personal relationships in the experience of work-related well-being. Additionally, attachment orientation has been associated with employees' ability to achieve a balance between work and personal life, with secure individuals experiencing a higher level of positive work-life balance (Sumer & Knight, 2001).

According to Wise et al. (2022) secure individuals under conditions of heavy workload do not only engage in support-seeking behaviors resulting in the experience of lower levels of occupational stress, as already mentioned, but they also possess an ability to interpret difficult circumstances in the workplace as opportunities for growth. The secure attachment style has been associated with higher levels of trust in managers and colleagues, which is in line with research suggesting greater confidence in people's good intentions among securely attached individuals (Mikulincer & Florian, 1995). In this sense, secure teachers are more likely to share their goals, driven not only by the creation of a sense of security, but mainly by the creation of intimacy with their students and their colleagues.

On the other hand, in a recent study by Ronen and Mikulincer (2012) employees' attachment anxiety and avoidance were not only related to decreased levels of job satisfaction, but it was shown that workers' attachment insecurity contributed to their satisfaction from work above and beyond the attachment anxiety of their managers. As already mentioned, anxiously attached individuals have a tendency to suffer from lower levels of self-esteem, which leads to their indecisiveness and lack of assertiveness (Mikulincer & Shaver, 2007). These features can place anxiously attached teachers in a difficult position when they have to face challenges in their interaction with their students and the management of the classroom. Their sense of worthiness is very fragile and relies to a great extent on the approval of others (Bartholomew & Horowitz, 1991), leaving them more exposed to the challenging and at times confrontational

behavior of primary school children, and more so of teenagers. Additionally, insecurely attached teachers will not engage in the formation of a supportive network at the workplace, as they avoid seeking support from others. In this sense, they are left to handle the challenges posed by their profession alone, which contributes to their feelings of weakness and helplessness. After all, the nature of the teaching profession dictates that teachers manage their classroom in solitude and they need to rely on their personal resources and capabilities to realise the educational process. All these conditions can lead to difficulties in coping with the everyday responsibilities and strains that the teaching profession entails, thus leading to the experience of lowered levels of job satisfaction.

In terms of the three insecure attachment styles, past research has been less consistent in regards to the significance of the associations between job satisfaction and the different styles. For example, in a study by Cranshaw and Game (2010), it was reported that dismissing and fearfully attached individuals exhibited lower career satisfaction and trust in other people. In a longitudinal study by Vasquez et al. (2002) examining the effect of attachment orientation on work and family life of young children's parents, the fearful attachment style was highlighted, as it was found that it poses many difficulties in several work domains. More specifically, fearfully attached men and women, holding an unlovable attitude towards themselves and considering other people as untrustworthy, reported more role overload and fewest work rewards compared to all other styles, with the scores for the dismissing and preoccupied styles situated in the middle, between the secure and fearful groups.

In a recent study of employees in private institutions in Turkey by Wise et al. (2022) the dismissing style was linked to successful outcomes in workplace settings due to its shared characteristics with the secure style in terms of employees' self-image and ego strength. In the

context of the afore-mentioned study, a positive association was reported between the secure and dismissing styles and job satisfaction, suggesting that their shared characteristics may serve as protective factors when employees are presented with challenges in the workplace, especially when they are working in conditions of larger macro-level economic insecurity. This point could lie behind the absence of any significant differences involving the dismissing attachment style resulting from this study. They reported no significant differences between the remaining insecure styles.

Moreover, in a study by Ein-Dor et al. (2012), avoidantly attached individuals were associated with more career successes, in occupations that reward independence and autonomy and are characterised by the provision of limited immediate support. Additionally, research suggests that a dismissing style may serve towards the promotion of resilience in conditions where individuals are exposed to chronic stress linked to social inequalities (Bartley et al, 2007) as a defence to protect one's ego.

As a conclusion, it has been suggested that insecure-dismissing individuals may possess similar features to securely attached individuals, which serve as protective factors and may lead to the inexperience of lowered job satisfaction for teachers. They possess a positive self-image and potentially greater resilience, they distance themselves and they attempt to avoid anxiety by relying on self-sufficiency and minimising distress. Research has shown that these features may be more prominent in conditions of social and economic insecurity (Wise et al., 2022). This point is very relevant for the case of Greece due to the economic instability that it has faced over the last 20 years, and even more relevant for the teaching profession that has been affected to a great degree by the country's political and economic crisis, especially in terms of public education.

On the other hand, research suggests that preoccupied individuals are greatly concerned over rejection and being evaluated by others (Hazan & Shaver, 1990). Additionally, they tend to worry more about relationships at work, they generally experience more stress, higher levels of burnout and lower levels of satisfaction in the workplace and tend to use less emotion-focused mechanisms under stress (Fraley & Shaver, 2000). This was not confirmed by the present study. Preoccupied teachers perceive themselves as unlovable or unworthy, however experience other people as accepting and in this sense may be striving for the acceptance of their students, parents and colleagues. It could therefore be that preoccupied teachers place themselves in a position of vulnerability, where they are more yielding and they force themselves to feel satisfied from their work and from the team of colleagues with which they cooperate, whereas in reality they may be experiencing mostly negative feelings in the workplace.

Research has shown that there is an association between attachment style and an individual's affect, social functioning and quality of the process of cognitive appraising. The dismissing style has been found to be linked to decreased positive states of well-being and a preference towards maintaining one's solitude, whereas fearfully attached individuals have been shown to possess a greater likelihood for the perception of being rejected by others, when compared to the secure style (Sheinbaum et al, 2015). Fearful individuals experience more distance in their interpersonal relationships, lower emotional intensity, rely on partners to a smaller degree, do not pay attention to distress indicators and display a larger reservation to share personal information (Monteoliva et al., 2012). For fearful teachers, the workplace is considered an arena where social interaction is avoided and psychological independence is maintained (Brennan et al., 1998). Fearful and dismissing individuals have been associated with a lack of trust in the workplace (Cranshaw & Game, 2010). Coupled with the absence of support-seeking

behaviors and the emotional distancing between the self and other people (Mikulincer & Florian, 1995), fearful teachers can be led to experience lower levels of job satisfaction, as supported by this study.

Limitations of the Study

Several limitations should be taken under consideration in the interpretation of this study's results. The representativeness of the sample could be placed under consideration based on the fact that participants were recruited on a voluntary basis and not randomly. Additionally, the recruitment method involved online posts on social media, implying that participants would need to possess some level of technical expertise and a presence on social platforms, which may not always be the case especially for more mature teachers working in the public sector.

Therefore, we could speculate that those who did not take part in the survey may be characterised by rather different features compared to the individuals who did. It is significant for future studies to implement strategies and measures that will allow reaching those teachers that did not participate in the current study, so that a comprehensive view of the characteristics of Greek teachers may be obtained. Additionally to quantitative methods, clinical interviews may also assist research in this area to reach a more heterogeneous sample. Moreover, the use of social media does not allow for any controllability on individuals accessing various social media groups, even though groups are related to working teachers in Greece. Future studies could collaborate directly with schools to ensure completion of the survey by currently employed Greek teachers.

Another limitation relates to self-reporting of participants in this study. Self-report measures may demonstrate vulnerability to response bias, seeing as through self-assessment the internal representations of individuals are explored. This makes it impossible to objectively

verify individuals' responses and interpretation of findings should be carried out with this in mind. Future research could work towards the replication of the present study's results with more objective methods.

The timing of this study is also of importance. The survey was carried out towards the start of the academic year. At the beginning of October, Greek teachers should be well adjusted to their everyday work life, however measures of burnout and job satisfaction may differ towards the end of the school year when the pressure and the demands of the teaching profession have accumulated.

Despite its limitations, the present research gives us a comprehensive profile of teachers in Greek schools. Future research would need to delve deeper in its understanding of factors affecting the well-being of Greek teachers so that support and intervention programs may be stimulated both individually and at school level.

Implications

The present research expands our knowledge on the possible antecedents of burnout and job satisfaction in the field of education and may propose several policy implications for the prevention of psychological difficulties and the attainment of higher levels of work satisfaction among Greek teachers. Through its findings, it builds on the accumulation of research suggesting a shift in the prioritisation of educators' psychological dispositional characteristics, such as attachment styles and interactional patterns, within the school setting. This study recognises that burnout and career satisfaction are influenced by factors other than organisational context and suggests that teacher success and productivity may be maximised through motivational elements in job performance. Increasing levels of administrative work load and evaluation processes for teachers may be falling short in terms of ameliorating the educational process, as this research

implies that personal characteristics are of utmost importance for the well-being of educators and therefore for the success of the education provided in the country.

This study suggests that in order to increase the levels of educators' well-being, schools may need to examine adult attachment and teachers' relational style and work towards building an interpersonal environment that is characterised by inclusiveness and support. It has been shown that secure attachment can predict burnout and job satisfaction among Greek teachers beyond the traditionally expected factors, such as salary and promotion opportunities. Positive and supportive interpersonal relationships, problem-focused coping strategies and a sense of personal self-worth and work self-esteem constitute characteristics of securely attached teachers. Especially in countries like Greece, where there are conditions of challenging financial circumstances and repeated exposure to social stresses in relation to long-term economic pressures, teachers with secure attachment are better equipped to manage their distress and demonstrate better adjustment. The findings discussed highlight how important it is for schools to provide supervision, training and mental health services to teachers.

The acknowledgement of individual differences in adult attachment orientation provides insight as to why educators may develop burnout and experience lower job satisfaction compared to others exposed in the same occupational circumstances. Based on their attachment style, individuals perceive themselves and others in a specific manner, which can explain these variations. Insecurely attached teachers display lowered abilities for emotion regulation, coping with stress and the effective utilisation of social support, which places them at risk for the development of burnout. The professions of teaching and mental health services provision share some common characteristics. The most crucial factor and the motivational force behind their effectiveness lies in the cultivation of interpersonal relationships. For mental health

professionals, the therapeutic relationship is of outmost importance. Teaching is a profession that primarily entails and relies on the building of relationships with students, parents, colleagues and the community making the topic of attachment security even more prominent. Increased self-awareness of attachment issues for teachers (as for mental health professionals) and of their relational capacities can help them understand their strengths and limitations in their profession and manage their relationships more effectively. Those holding insecure attachment styles would benefit from a better understanding and examination of their reactions to challenging students and parents and to stress-provoking situations.

Moreover, individuals who acknowledge their own interactional profiles and possess a clear understanding of the interpersonal and emotional demands of the teaching profession may be better equipped to reach a well-informed decision to enter the educational profession or not. Pines (2004) suggested that burnout may be resulting from the repetition of traumatic childhood experiences in the work setting. Prospective teacher candidates could be presented with confidential self-assessment tools that would allow them to get a better feel of whether they would be fitting in a job as teachers.

Additionally, training can prove very useful in educating teachers to acknowledge how they handle stress and utilise their personal resources when in distress. Psychological interventions focused on the enhancement of emotional intelligence could be beneficial, such as psycho-education on how experiences in childhood can affect adult interpersonal styles. The acceptance and management of negative experiences can be cultivated through interventions such as mindfulness. Cognitive-behavioral methods could be used in order to educate teachers on adaptive coping strategies when faced with stressful work circumstances in order to reduce the risk for negative reactions.

From the perspective of the school, caution is advised in using the findings of this research for screening or promotional purposes. This potential use of the relation between attachment orientation and work variables lies behind the reluctance of pioneer burnout researchers to focus on personality characteristics and in this way contributed to the focus on organisational characteristics behind the emergence of burnout.

The study's results may be beneficial for principals, supervisors and school mentors in understanding why certain employees are more open to reaching out to supervision and mentoring compared to others. Even though avoidantly attached teachers are the ones who would benefit the most from these processes, they may very well be the ones that distance themselves from them. Anxiously attached teachers, on the other hand, may need more support from their school principal or mentors to better understand and handle stressful situations within classrooms or in their interaction with parents. In general promoting a collaborative approach to work in the school setting could reduce the impact of stressful circumstances for insecure teachers and stimulate their engagement. Strategies implemented by the school and teacher training for the promotion of stress management can be of great benefit for insecure teachers. More important, however, is the recognition that teachers' well-being is affected by factors that lie beyond the organisational context in which they operate in a multi-level interplay of individual-level attachment variation and school-level structural forces.

Conclusion and Future Research

Regardless of methodological limitations, the findings of the present research support the role that insecure adult attachment plays in the development of burnout and the experience of lowered job satisfaction within health and human services professions, and especially among Greek teachers. There is consistency of these findings with the theory of attachment, which

supports the notion that early attachment experiences are able to predict social and emotional functioning in adult life, also involving individuals' capability to handle stress in emotionally demanding occupations. The results of this study should not be considered to suggest that adult attachment outweighs other factors in its importance for the experience of burnout and lowered work satisfaction. In line with existing research, studies should keep investigating a plethora of other personal and environmental variables in order to assess individuals, and especially teachers, who are at increased risk for the experience of negative outcomes at the workplace.

Causality behind the association between attachment style and burnout or job satisfaction cannot be determined through this study. It could be that a third variable mediates their association. Several factors related to securely attached individuals have been investigated in the reduction of the aforementioned risk. Examples include effectively using social support, communication with supervisors and employing adaptive coping mechanisms (Bartholomew & Horowitz, 1991; Mikulincer & Shaver, 2007). Future research should explore a variety of potential mediators, specifically within the field of education. Additionally, longitudinal research designs can be used, also incorporating more objective measures of attachment, burnout and job satisfaction. Future studies can also explore the way in which preventive strategies, including training and supervision, can mitigate the effect of attachment style on adverse psychological outcomes in the workplace.

Even more importantly, seeing as completely alleviating the experience of heightened stress and the occurrence of burnout seems highly unlikely for the human nature, further research should also investigate methods to enhance one's personal resources in order to reduce risk. Past research investigating the effect of participating in several daily activities on people's relatedness, has demonstrated that the experience of a meaningful talk, the feeling of being

understood or appreciated and the participation in common and pleasant activities can increase a person's well-being (Reis et al., 2000). Future research could aim to investigate those activities that may contribute to teachers' sense of belongingness, loyalty and relatedness to the school. This research could then be used by the government and the ministry of education in order to provide guidance for recruitment procedures and training initiatives within schools.

Teaching is considered a profession that entails elevated levels of stress, frequently involving a high emotional charge. Being able to understand adult attachment theory is important in the comprehension of teachers' well-being, as well as of all school-based relationships. This research has been an attempt to investigate individual differences among school teachers in regards to their psychological well-being at the workplace in order to contribute to the discussion around possible recommendations for the reduction of burnout and the increase of job satisfaction among Greek teachers. The undeniable truth is that the Greek educational system has remained unchanged over too many years, whereas humanity, and especially children, have evolved beyond our expectations or projections. We have reached a critical point where the country's educational system is situated on the edge of being considered irrelevant to Greek children and teenagers with a high risk of being completely discarded by them as useless. National and international developments are calling for a major structural change in the Greek educational system and hopefully this research builds on the factors that should be taken into consideration in the implementation of this change.

References

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. N. (2015). *Patterns of attachment: A psychological study of the strange situation*. Psychology Press.
- Allen, J. G., Stein, H., Fonagy, P., Fultz, J., & Target, M. (2005). Rethinking adult attachment: A study of expert consensus. *Bulletin of the Menniger Clinic*, 69(1), 59–80.
- Amani, M., & Shabahang, M. (2017). Investigating the role of anxiety and depression mediators in relationship between teachers' attachment styles and job satisfaction. *Occupational Medicine Quarterly Journal*, 9(2), 59-70.
- Anastasiou, S. (2020). Economic crisis, emotional exhaustion, depersonalization and personal accomplishment of teachers in Greece. *Humanities and Social Sciences Letters*, 8(2), 230-239. <https://doi.org/10.18488/JOURNAL.73.2020.82.230.239>
- Anastasiou, S., & Anagnostou, L. (2020). Variability in indices of economic hardship and burnout components of primary school teachers in Greece. *Ibima Business Review*. <https://doi.org/10.5171/2020.303976>
- Anastasiou, S., & Papakonstantinou, G. (2014). Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece. *International Journal of Management in Education*, 8(1), 37-53.
- Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of Personality and Social Psychology*, 61(2), 226-244.
- Bartley, M., Head, J., & Stansfeld, S. (2007). Is attachment style a source of resilience against health inequalities at work? *Social Science & Medicine*, 64(4), 765–775. <https://doi.org/10.1016/j.socscimed.2006.09.033>
- Blandford, S. (2000). *Managing professional development in schools*. Routledge.

- Blazer, C. (2010). Teacher Burnout. Information Capsule. Volume 1003. *Research Services, Miami-Dade County Public Schools*.
- Bluestein, D. L., & Prizes, M. S. (1995). Attachment theory and career development: Current status and future directions. *The Counseling Psychologist, 23*(3), 416–432.
- Bowlby, E. J. M. (2008). *Loss-sadness and depression: Attachment and loss volume 3* (Vol. 3). Random House.
- Bowlby, J. (1944). Forty-four juvenile thieves: Their characters and home-life. *The International Journal of Psycho-analysis, 25*, 19.
- Bowlby, J. (1969). Disruption of affectional bonds and its effects on behavior. *Canada's Mental Health Supplement, 59*, 12.
- Bowlby, J. (1980). *Attachment and loss: Sadness and depression*. New York: Basic Books.
- Brennan, K. A., Clark, C. L., & Shaver, P. R. (1998). Self-report measurement of adult attachment: An integrative overview. In J. A. Simpson & W. S. Rholes (Eds.), *Attachment theory and close relationships* (pp. 46-76). The Guilford Press.
- Brouwers, A., & Tomic, W. (1999). Teacher burnout, perceived self-efficacy in classroom management, and student disruptive behaviour in secondary education. *Curriculum and Teaching, 14*(2), 7-26.
- Brunetti, G. J. (2001). Why do they teach? A study of job satisfaction among long-term high school teachers. *Teacher Education Quarterly, 28*(3), 49-74.
- Burke, R. J., & Greenglass, E. R. (2001). Hospital restructuring, work-family conflict and psychological burnout among nursing staff. *Psychology & Health, 16*(5), 583-594.
- Burrell, L., McFarlane, E., Tandon, D., Fuddy, L., Duggan, A., & Leaf, P. (2009). Home visitor relationship security: Association with perceptions of work, satisfaction, and turnover.

Journal of Human Behavior in the Social Environment, 19(5), 592-610.

<https://doi.org/10.1080/10911350902929005>

- Collins, N. L., & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of Personality and Social Psychology*, 58(4), 644-663.
- Cranshaw, J., & Game, A. (2010). *Organizational career management: The role of line manager caregiving and employee relational models* [Paper presentation]. 70th Annual Meeting of the Academy of Management, Montreal, Canada.
- Dawis, R., & Lofquist, L. (1984). *A psychological theory of work adjustment*. University of Minnesota Press.
- Desivilya, H. S., Sabag, Y., & Ashton, E. (2006). Prosocial tendencies in organizations: The role of attachment styles and organizational justice in shaping organizational citizenship behavior. *International Journal of Organizational Analysis*, 14, 22-42.
- Diaz, E. B. J. (2002). *Adult attachment style and burnout in elementary school teachers* [Unpublished doctoral dissertation]. The University of New Mexico.
- Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, 36(4), 362-378.
- Evans, L. (1998). *Teacher morale, job satisfaction and motivation*. Sage.
- Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher*. Jossey-Bass.
- Feeney, J. A. (1995). Adult attachment and emotional control. *Personal Relationships*, 2(4), 143-159.
- Fraley, R. C., & Phillips, R. L. (2009). Self-report measures of adult attachment in clinical practice. *Attachment Theory and Research in Clinical Work with Adults*, 153-180.

- Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of General Psychology, 4*(2), 132-154.
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues, 30*(1), 159-165.
- Freudenberger, H. J. (1975). The staff burnout syndrome in alternative institutions. *Psychotherapy: Theory, Research & Practice, 12*(1), 72–83.
- Georgatou, M. (2022). *Teacher attachment style, students' gender and perceived quality of teacher-student relationship* [Unpublished master's thesis]. The American College of Greece.
- George, C., & Solomon, J. (1999). Attachment and caregiving: The caregiving behavioural system. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research and clinical applications* (pp. 649–670). New York Guilford Press.
- Gold, Y. (1984). The factorial validity of the Maslach Burnout Inventory in a sample of California elementary and junior high school classroom teachers. *Educational and Psychological Measurement, 44*(4), 1009-1016.
- Granot, D. (2014). The contribution of homeroom teachers' attachment styles and of students' maternal attachment to the explanation of attachment-like relationships between teachers and students with disabilities. *American Journal of Educational Research, 2*(9), 764-774.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education, 24*(5), 1349-1363.
- Grigoriadou, M., & Kleftras, G. (2017). Depressive symptomatology, attachment style, job insecurity and burnout of civil servants in the Greek economic crisis. *The European Journal of Counselling Psychology, 6*(1), 96-112.

- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*(6), 495-513.
- Hardy, G. E., & Barkham, M. (1994). The relationship between interpersonal attachment styles and work difficulties. *Human Relations, 47*(3), 263-281.
- Harms, P. D. (2011). Adult attachment styles in the workplace. *Human Resource Management Review, 21*(4), 285-296.
- Hazan, C, & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology, 52*(5), 511-524.
- Hazan, C, & Shaver, P. (1990). Love and work: An attachment-theoretical perspective. *Journal of Personality and Social Psychology, 59*(2), 270-280.
- Huberman, M. (1999). *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. Cambridge University Press.
- Iwanicki, E. F., & Schwab, R. L. (1981). A cross validation study of the Maslach Burnout Inventory. *Educational and Psychological Measurement, 41*(4), 1167-1174.
- Kafetsios, K. (2000). *Attachment, positive and negative emotions in close relationships* [Paper presentation]. 10th International Conference in Personal Relationships. Australia Brisbane, University of Queensland.
- Kamtsios, S., & Lolis, T. (2016a). Do Greek teachers experience professional burnout? The role of demographic characteristics and daily stressful events. *Journal of Research in Education and Training, 9*(1), 40-87.
- Kamtsios, S., & Lolis, T. (2016b). Investigating burnout in Greek teachers: Are there any teachers at risk. *Hellenic Journal of Psychology, 13*(3), 196-216.

- Kantas, A., & Vassilaki, E. (1996). Burnout in Greek teachers: Main findings and validity of the Maslach Burnout Inventory. *Work & Stress, 11*(1), 94-100.
- Karavas, E. (2010). How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers. *Porta Linguarum, 14*, 59-78.
- Kesner, J. E. (2000). Teacher characteristics and the quality of child–teacher relationships. *Journal of School Psychology, 38*(2), 133-149.
- Kobak, R. R., & Sceery, A. (1988). Attachment in late adolescence: Working models, affect regulation, and representations of self and others. *Child Development, 59*, 135-146.
- Kokkinos, C. M. (2006). Factor structure and psychometric properties of the Maslach Burnout Inventory-Educators Survey among elementary and secondary school teachers in Cyprus. *Stress and Health: Journal of the International Society for the Investigation of Stress, 22*(1), 25–33. <https://doi.org/10.1002/smi.1079>
- Kokkonen, T. M., Cheston, R. I., Dallos, R., & Smart, C. A. (2014). Attachment and coping of dementia care staff: The role of staff attachment style, geriatric nursing self-efficacy, and approaches to dementia in burnout. *Dementia, 13*(4), 544-568.
- Kotler, T., Buzwell, S., Romeo, Y., & Bowland, J. (1994). Avoidant attachment as a risk factor for health. *British Journal of Medical Psychology, 67*(3), 237-245.
- Koustelios, A. D. (2001). Personal characteristics and job satisfaction of Greek teachers. *International Journal of Educational Management, 15*(7), 354-358.
- Koustelios, A. D., Karabatzaki, D., & Kousteliou, I. (2004). Autonomy and job satisfaction for a sample of Greek teachers. *Psychological Reports, 95*(3), 883-886.

- Koustelios, A., & Kousteliou, I. (2001). Job satisfaction and job burnout in the education. *Psychology*, 8(1), 30-39.
- Koustelios, A., & Tsigilis, N. (2005). The relationship between burnout and job satisfaction among physical education teachers: A multivariate approach. *European Physical Education Review*, 11(2), 189–203. <https://doi.org/10.1177/1356336X05052896>
- Krausz, M., Bizman, A., & Braslavsky, D. (2001). Effects of attachment style on preferences for and satisfaction with different employment contracts: An exploratory study. *Journal of Business and Psychology*, 16, 299-316.
- Lanciano, T., & Zammuner, V. L. (2014). Individual differences in work-related well-being: The role of attachment style. *Europe's Journal of Psychology*, 10(4), 694-711.
- Lavidas, K., Dalapa, M., Dimitriadou, S., & Athanassopoulos, S. (2019). Four job satisfaction's dimensions of secondary education teachers: An exploratory factor analysis based on a Greek sample. *Preschool and Primary Education*, 7(2), 102-115.
- Liu, X. S., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000-2001. *Teaching and Teacher Education*, 24(5), 1173-1184.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. C Dunnette. (Ed.), *Handbook of industrial and organizational psychology* (pp. 1279-1349), Rand McNally: Chicago.
- Man, K. O., & Hamid, P. N. (1998). The relationship between attachment prototypes, self-esteem, loneliness and causal attributions in Chinese trainee teachers. *Personality and Individual Differences*, 24(3), 357-371.
- Maslach, C. (1976). Burned-out. *Human Behavior*, 5(9), 16–22.

- Maslach, C. (1999). Progress in understanding teacher burnout. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 211-222), Cambridge University Press.
- Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Directions in Psychological Science*, 12(5), 189-192. <https://doi.org/10.1111/1467-8721.01258>
- Maslach, C., & Jackson, S. E. (1981). MBI: Maslach burnout inventory. *Palo Alto, CA*, 1(2), 49-78.
- Maslach, C., & Jackson, S. E. (1982). Burnout in health professions: A social psychological analysis. *Social Psychology of Health and Illness*, 227-251.
- Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, 93(3), 498–512.
- Maslach, C., & Leiter, M. P. (2008). *The truth about burnout: How organizations cause personal stress and what to do about it*. John Wiley & Sons.
- Maslach, C., Jackson, S. E., & Schwab, R. L. (1996). Maslach burnout inventory-educators survey (MBI-ES). In C. Maslach, S. E. Jackson, & M. P. Leiter (Eds.), *MBI study* (3rd edition). Palo Alto Consulting Psychologists Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397-422.
- Maunder, R. G., Lancee, W. J., Balderson, K. E., Bennett, J. P., Borgundvaag, B., Evans, S., Fernandes, C. M. B., Goldbloom, D. S., Gupta, M., Hunter, J. J., Hall, L., Nagle, L. M., Pain, C., Peczeniuk, S. S., Raymond, G., Read, N., Rourke, S. B., Steinberg, R. J., Stewart, T. E. ... Wasylenki, D. A. (2006). Long-term psychological and occupational

- effects of providing hospital healthcare during SARS outbreak. *Emerging Infectious Diseases*, 12(12), 1924-32.
- Meier, L. L., & Spector, P. E. (2015). Job satisfaction. *Wiley Encyclopedia of Management*, 1-3.
- Meredith, P., Poulsen, A., Khan, A., Henderson, J., & Castrisos, V. (2011). The relationship between adult attachment styles and work-related self-perceptions for Australian paediatric occupational therapists. *British Journal of Occupational Therapy*, 74(4), 160-167.
- Meyer, J. P., Allen, N. J. & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three component conceptualization. *Journal of Applied Psychology*, 78, 538-551.
- Mikulincer M., & Florian V. (1995). Appraisal of and coping with a real-life stressful situation: The contribution of attachment styles. *Personality and Social Psychology Bulletin*, 21(4), 406–414.
- Mikulincer, M., & Florian, V. (1993). Attachment styles, coping strategies, and post-traumatic psychological distress: The impact of the Gulf War in Israel. *Journal of Personality and Social Psychology*, 64, 817–826.
- Mikulincer, M., & Shaver, P. R. (2005). Attachment theory and emotions in close relationships: Exploring the attachment-related dynamics of emotional reactions to relational events. *Personal Relationships*, 12,149-168.
- Mikulincer, M., & Shaver, P. R. (2007). *Attachment in adulthood: Structure, dynamics, and change*. New York Guilford Press.
- Mikulincer, M., & Shaver, P. R. (2007a). *Attachment in adulthood: Structure, dynamics, and change*. New York Guilford Press.

- Mikulincer, M., & Shaver, P. R. (2010). *Attachment in adulthood: Structure, dynamics, and change*. Guilford Publications.
- Mikulincer, M., Florian, V., & Tolmatz, R. (1990). Attachment styles and fear of personal death: A case study of affect regulation. *Journal of Personality and Social Psychology*, 58(2), 273.
- Mikulincer, M., Florian, V., & Weller, A. (1993). Attachment styles, coping strategies, and posttraumatic psychological distress: The impact of the Gulf War in Israel. *Journal of Personality and Social Psychology*, 64(5), 817.
- Mikulincer, M., Shaver, P. R., Cassidy, J., & Berant E. (2009). Attachment-related defensive processes. In J. H. Obegi & E. Berant (Eds.), *Attachment theory and research in clinical work with adults*. (pp. 293–327). New York Guilford Press.
- Monteoliva, A., García-Martínez, J. M., Calvo-Salguero, A., & Aguilar-Luzón, M. D. (2012). Differences between men and women with a dismissing attachment style regarding their attitudes and behaviour in romantic relationships. *International Journal of Psychology: Journal International De Psychologie*, 47(5), 335–345.
<https://doi.org/10.1080/00207594.2011.634007>
- Morris-Rothschild, B. K., & Brassard, M. R. (2006). Teachers' conflict management styles: The role of attachment styles and classroom management efficacy. *Journal of School Psychology*, 44(2), 105-121.
- Obeid, S., Haddad, C., Akel, M., Fares, K., Salameh, P., & Hallit, S. (2019). Factors associated with the adults' attachment styles in Lebanon: The role of alexithymia, depression, anxiety, stress, burnout, and emotional intelligence. *Perspectives in Psychiatric Care*, 55(4).

- Panagopoulos, N., Anastasiou, S., & Goloni, V. (2014). Professional burnout and job satisfaction among physical education teachers in Greece. *Journal of Scientific Research & Reports*, 3(13), 1710-1721.
- Pines, A. M. (2004). Adult attachment styles and their relationship to burnout: A preliminary, cross-cultural investigation. *Work & Stress*, 18(1), 66-80.
- Pithers, R. T., & Soden, R. (1998). Scottish and Australian teacher stress and strain: A comparative study. *British Journal of Educational Psychology*, 68(2), 269-279.
- Platsidou, M., & Agaliotis, I. (2008). Burnout, job satisfaction and instructional assignment-related sources of stress in Greek special education teachers. *International Journal of Disability, Development and Education*, 55(1), 61-76.
- Polatlar, D. Y., & Öztapak, M. Ü. (2021). The Analysis of the relation between preschool teachers' decision making and attachment styles. *International Education Studies*, 14(9), 1-14.
- Pomaki, G., & Anagnostopoulou, T. (2003). A test and extension of the demand/control/social support model: Predictors of wellness/health outcomes in Greek teachers. *Psychology and Health*, 18(4), 537-550.
- Pressley, T. (2021). Factors contributing to teacher burnout during COVID-19. *Educational Researcher*, 50(5), 325-327.
- Priel, B., & Shamai, D. (1995). Attachment style and perceived social support: Effects on affect regulation. *Personality and Individual Differences*, 19(2), 235-241.
- Pšeničny, A., & Perat, M. (2020). Fear of relationship loss: Attachment style as a vulnerability factor in job burnout. *Slovenian Journal of Public Health*, 59(3), 146-154.
<https://doi.org/10.2478/sjph-2020-0019>

- Rachiotis, G., Kourousis, C., Kamilaraki, M., Symvoulakis, E. K., Dounias, G., & Hadjichristodoulou, C. (2014). Medical supplies shortages and burnout among Greek health care workers during economic crisis: A pilot study. *International Journal of Medical Sciences, 11*(5), 442.
- Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. (2000). Daily well-being: The role of autonomy, competence, and relatedness. *Personality and Social Psychology Bulletin, 26*(4), 419-435.
- Reizer, A. (2015). Influence of employees' attachment styles on their life satisfaction as mediated by job satisfaction and burnout. *Journal of Psychology, 149*(4), 356-377.
- Rhodes, C., Nevill, A., & Allan, J. (2004). Valuing and supporting teachers: A survey of teacher satisfaction, dissatisfaction, morale and retention in an English local education authority. *Research in Education, 71*(1), 67-80.
- Richards, D. A., & Schat, A. C. (2011). Attachment at (not to) work: Applying attachment theory to explain individual behavior in organizations. *Journal of Applied Psychology, 96*(1), 169.
- Riley, P. (2010). *Attachment theory and the teacher-student relationship: A practical guide for teachers, teacher educators and school leaders*. Routledge.
- Robbins, S. T., Judge, T. A., & Hasham, E. S. (2009). *Organizational behavior*. Pearson Education Limited.
- Ronen, S., & Mikulincer, M. (2009). Attachment orientations and job burnout: The mediating roles of team cohesion and organizational fairness. *Journal of Social and Personal Relationships, 26*(4), 549-567.

- Ronen, S., & Mikulincer, M. (2012). Predicting employees' satisfaction and burnout from managers' attachment and caregiving orientations. *European Journal of Work and Organizational Psychology, 21*(6), 828-849.
- Schirmer, L. L., & Lopez, F. G. (2001). Probing the social support and work strain relationship among adult workers: Contributions of adult attachment orientations. *Journal of Vocational Behavior, 59*(1), 17-33.
- Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research, 92*(2), 67-73.
- Shaver, P. R., & Mikulincer M.(2009). An overview of adult attachment theory. In J. H. Obegi & E. Berant (Eds.), *Attachment theory and research in clinical work with adults* (pp. 17–45). New York Guilford Press.
- Sheinbaum, T., Kwapil, T. R., Ballespí, S., Mitjavila, M., Chun, C. A., Silvia, P. J., & Barrantes-Vidal, N. (2015). Attachment style predicts affect, cognitive appraisals, and social functioning in daily life. *Frontiers in Psychology, 6*, 296.
<https://doi.org/10.3389/fpsyg.2015.00296>
- Sher-Censor, E., Nahamias-Zlotolov, A., & Dolev, S. (2019). Special education teachers' narratives and attachment style: Associations with classroom emotional support. *Journal of Child and Family Studies, 28*, 2232-2242.
- Sibley, C. G., Fischer, R., & Liu, J. H. (2005). Reliability and validity of the revised Experiences in Close Relationships (ECR-R) self-report measure of adult romantic attachment. *Personality and Social Psychology Bulletin, 31*(11), 1524–1536.
- Simpson, J. (1990). Influence of attachment styles on romantic relationships. *Journal of Personality and Social Psychology, 59*(5), 971–980.

- Simpson, J. A., Rholes, W. S., & Nelligan, J. S. (1992). Support seeking and support giving within couples in an anxiety-provoking situation: The role of attachment styles. *Journal of Personality and Social Psychology*, 62(3), 434-446.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences* (Vol. 3). Sage.
- Sumer, C. H., & Knight, P. A. (2001). How do people with different attachment styles balance work and family? A personality perspective on work-family linkage. *Journal of Applied Psychology*, 86(4), 653–663. <https://doi.org/10.1037/0021-9010.86.4.653>
- Tasca, G. A., Ritchie, K., & Balfour, L. (2011). Implications of attachment theory and research for the assessment and treatment of eating disorders. *Psychotherapy*, 48(3), 249.
- Toppinen-Tanner, S., Ojajärvi, A., Väänänen, A., Kalimo, R., & Jäppinen, P. (2005). Burnout as a predictor of medically certified sick-leave absences and their diagnosed causes. *Behavioral Medicine*, 31(1), 18-32.
- Travers, C. J., & Cooper, C. L. (1996). *Teachers under pressure: Stress in the teaching profession*. Psychology Press.
- Tsagarakis, M., Kafetsios, K., & Stalikas, A. (2007). Reliability and validity of the Greek version of the Revised Experiences in Close Relationships measure of adult attachment. *European Journal of Psychological Assessment*, 23(1), 47-55.
- Tsigilis, N., Zachopoulou, E., & Grammatikopoulos, V. (2006). Job satisfaction and burnout among Greek early educators: A comparison between public and private sector employees. *Educational Research and Reviews*, 1(8), 256.
- Tziner, A., Ben-David, A., Oren, L., & Sharoni, G. (2014). Attachment to work, job satisfaction and work centrality. *Leadership & Organization Development Journal*, 35(6), 555-565.

- Vanheule, S., & Declercq, F. (2009). Burnout, adult attachment and critical incidents: A study of security guards. *Personality and Individual Differences, 46*(3), 374-376.
- Vasquez, K., Durik, A. M., & Hyde, J. S. (2002). Family and work: Implications of adult attachment styles. *Personality and Social Psychology Bulletin, 28*(7), 874-886.
- Veldman, I., Admiraal, W., van Tartwijk, J., Mainhard, T., & Wubbels, T. (2016). Veteran teachers' job satisfaction as a function of personal demands and resources in the relationships with their students. *Teachers and Teaching, 22*(8), 913-926.
<https://doi.org/10.1080/13540602.2016.1200546>
- Vîrgă, D., Schaufeli, W. B., Taris, T. W., van Beek, I., & Sulea, C. (2019). Attachment styles and employee performance: The mediating role of burnout. *The Journal of Psychology, 153*(4), 383–401. <https://doi.org/10.1080/00223980.2018.1542375>
- Weinfield, N. S., Sroufe, L. A., Egeland, B., & Carlson, E. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 78–101). The Guilford Press.
- West, A. L. (2015). Association among attachment style, burnout, and compassion fatigue in health and human service workers: A systematic review. *Journal of Human Behavior in the Social Environment, 25*(6), 571-590.
- Wise, R. M., Alsan, B., & Taleb, E. (2022). Career satisfaction and adult attachment style among working adults: Evidence from Turkey. *Trends in Psychology, 30*(4), 763-787.
- Woods, A. M., & Weasmer, J. (2004). Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing House, 77*(3), 118-121.

- Woods, P., Jeffrey, B., Troman, G., & Boyle, M. (2019). *Restructuring schools, reconstructing teachers: Responding to change in the primary school*. Routledge.
- Zembylas, M., & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42(3), 357-374.
- Zembylas, M., & Papanastasiou, E. (2006). Sources of teacher job satisfaction and dissatisfaction in Cyprus. *A journal of Comparative Education*, 36(2), 229–247.
- Zhang, Q., & Sapp, D. A. (2008). A burning issue in teaching: The impact of perceived teacher burnout and nonverbal immediacy on student motivation and affective learning. *Journal of Communication Studies*, 1(2), 152-168.
- Zigarelli, M. A. (1996). An empirical test of conclusions from effective schools research. *The Journal of Educational Research*, 90(2), 103-110.
- Αθανασιάδου, Μ. Α. (2012). *Διαπροσωπικά σχήματα και συναισθηματική νοημοσύνη του διευθυντή: σχέσεις με το συναίσθημα και την εμπειρία των εκπαιδευτικών* [Διπλωματική εργασία]. Πανεπιστήμιο Θεσσαλίας.
- Βασιλείου, Ε. (2015). *Οι τύποι δεσμού και το συναίσθημα των εκπαιδευτικών: η επίδρασή τους στο συναίσθημα και στην επίδοση των μαθητών τους* [Διπλωματική εργασία]. Πανεπιστήμιο Θεσσαλίας.
- Γκαγκαστάθη, Ο. Α. (2019). *Συναισθηματικές και επικοινωνιακές δεξιότητες σε ομάδες υφισταμένων στην εκπαίδευση: αξιολόγηση δεξιοτήτων των εκπαιδευτικών και πώς αυτές μπορεί να είναι προβλεπτικές εργασιακών παραμέτρων και σχέσεων με τους προϊστάμενους* [Διπλωματική εργασία]. Πανεπιστήμιο Θεσσαλίας.
- Γκόλια, Α. (2014). *Μετασχηματιστική ηγεσία και επαγγελματική ικανοποίηση εκπαιδευτικών: Ο ρόλος της αυτο-αποτελεσματικότητας* [Διδακτορική διατριβή]. Πανεπιστήμιο Θεσσαλίας.

- Γκόλια, Α., & Κουστέλιος, Α. (2014). Ανάπτυξη ερωτηματολογίου για τη μέτρηση της επαγγελματικής ικανοποίησης εκπαιδευτικών (Teacher's Satisfaction Inventory - TSI). *Επιστήμες της Αγωγής*, 2(3), 195-214.
- Γρηγοριάδου, Μ. (2014). *Καταθλιπτική συμπτωματολογία και μοναξιά στους υπαλλήλους του δημοσίου, σε περίοδο κρίσης: σχέση με τύπο δεσμού, επαγγελματική ανασφάλεια και επαγγελματική εξουθένωση* [Διπλωματική εργασία]. Πανεπιστήμιο Θεσσαλίας.
- Ευθυμιάδου, Σ. (2018). *Διαπροσωπικά σχήματα δεσμού και κοινωνική αντίληψη του συναισθήματος στη σχέση διευθυντών/τριών και των εκπαιδευτικών: μια πολυεπίπεδη ανάλυση* [Διπλωματική εργασία]. Πανεπιστήμιο Μακεδονίας.
- Καφέτσιος, Κ. (2005). *Δεσμός, συναίσθημα και διαπροσωπικές σχέσεις*. Αθήνα Τυπωθήτω.
- Ματαυτσή, Π. (2016). *Το ύφος δεσμού των διευθυντών δημοτικών σχολείων σε σχέση με τον πολιτισμικό εαυτό και την επαγγελματική ικανοποίηση των εκπαιδευτικών* [Διπλωματική εργασία]. Πανεπιστήμιο Θεσσαλίας.
- Τσιούτσου, Ζ. Δ. (2016). *Το ύφος δεσμού των διευθυντών δημοτικών σχολείων και η επίδρασή του στην εργασιακή εμπειρία των εκπαιδευτικών* [Διπλωματική εργασία]. Πανεπιστήμιο Θεσσαλίας.

Table 1*Socio-Demographic Characteristics of the Sample*

	N (%) (n=158)
Gender	
Males	20.3% (32)
Females	79.1% (125)
Other	0.6% (1)
Age (years)	
18 – 24 years	1.9% (3)
25 – 34 years	9.5% (15)
35 – 44 years	21.5% (34)
45 – 54 years	44.9% (71)
55 – 64 years	22.2% (35)
Family Status	
Single	22.2% (35)
Married	64.6% (102)
Divorced	12.0% (19)
Widowed	1.3% (2)
Educational Background	
University graduate	47.5% (75)
Second bachelor's degree	5.7% (9)
Master's degree	43.0% (68)
Doctoral degree	3.2% (5)
Not answered	0.6% (1)
Educational Level Currently Employed	
Primary school	50.0% (79)
Secondary school	49.4% (78)
Not answered	0.6% (1)
Occupational Status	
Permanent teacher	86.7% (137)
Substitute teacher	13.3% (21)
Teaching Experience	
From 0 to 5 years	9.5% (15)
From 6 to 15 years	17.1% (27)
From 16 to 25 years	50.0% (79)
More than 25 years	23.4% (37)
Type of School	
Public school	87.3% (138)
Private school	12.7% (20)
Teaching Specialty	
ΠΕ02	10.8% (17)
ΠΕ03	3.2% (5)
ΠΕ04	1.3% (2)
ΠΕ05	2.5% (4)
ΠΕ06	5.1% (8)

ΠE07	0.6% (1)
ΠE08	1.9% (3)
ΠE11	2.5% (4)
ΠE60	8.2% (13)
ΠE70	32.2% (51)
ΠE71	1.3% (2)
ΠE79	0.6% (1)
ΠE80	3.8% (6)
ΠE81	1.3% (2)
ΠE82	3.8% (6)
ΠE83	4.4% (7)
ΠE84	3.2% (5)
ΠE86	10.1% (16)
ΠE88	0.6% (1)
ΠE91	0.6% (1)

Table 2*Cronbach Alpha Coefficient of Main Variables*

Variables	Cronbach Alpha Coefficient
Attachment Anxiety	.922
Attachment Avoidance	.900
Attachment Overall	.938
Emotional Exhaustion	.932
Personal Accomplishment	.838
Depersonalisation	.765
Burnout Overall	.786
Satisfaction with the principal	.909
Satisfaction with colleagues	.911
Satisfaction with the nature of the profession	.797
Satisfaction with the relationship with students	.747
Satisfaction with the relationship with the school	.893
Satisfaction Overall	.890

Table 3

Descriptive Statistics of Study's Variables

Variables	Mean	SD	Minimum	Maximum
Attachment Anxiety	51.57	17.97	18.00	119.00
Attachment Avoidance	50.72	15.94	18.00	101.00
Emotional Exhaustion	29.12	12.81	9.00	63.00
Depersonalisation	8.51	4.65	5.00	25.00
Personal Accomplishment	46.54	6.77	25.00	56.00
Satisfaction with the school principal	19.28	3.51	9.00	25.00
Satisfaction with the colleagues	20.01	2.99	12.00	25.00
Satisfaction with the nature of the profession	17.00	2.14	10.00	20.00
Satisfaction with the relationship with students	11.84	1.56	6.00	15.00
Satisfaction with the school	10.13	2.57	3.00	15.00
Total Satisfaction	78.27	8.63	52.00	100.00

SD: Standard Deviation

Table 4

Attachment Dimensions in Predicting Emotional Exhaustion Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		<.001		11.416	2	.128
Anxiety	4.258	<.001	.389			
Avoidance	-.646	.519	-.059			

Note: N=158, dependent variable: Emotional Exhaustion

Table 5

Attachment Dimensions in Predicting Personal Accomplishment Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		.026		3.745	2	.046
Anxiety	-1.437	.153	-.137			
Avoidance	-1.094	.276	-.104			

Note: N=158, dependent variable: Personal Accomplishment

Table 6

Attachment Dimensions in Predicting Depersonalisation Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		<.001		11.052	2	.125
Anxiety	2.511	.013	.230			
Avoidance	1.834	.069	.168			

Note: N=158, dependent variable: Depersonalisation

Table 7

Descriptive Statistics for Emotional Exhaustion (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	24.70	9.44
Insecure	31.61	13.79

Table 8

Descriptive Statistics for Emotional Exhaustion (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	24.70	9.44
Dismissing	26.20	10.78
Fearful	31.78	12.95
Preoccupied	36.09	16.97

Table 9

Descriptive Statistics for Personal Accomplishment (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	48.40	5.51
Insecure	45.50	7.20

Table 10

Descriptive Statistics for Personal Accomplishment (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	48.40	5.51
Dismissing	46.65	6.35
Fearful	45.46	7.17
Preoccupied	44.55	8.15

Table 11

Descriptive Statistics for Depersonalisation (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	7.00	3.40
Insecure	9.37	5.05

Table 12

Descriptive Statistics for Depersonalisation (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	7.00	3.40
Dismissing	8.20	3.75
Fearful	10.46	5.64
Preoccupied	7.50	3.56

Table 13

Attachment Dimensions in Predicting Total Job Satisfaction Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		<.001		8.560	2	.099
Anxiety	-1.561	.120	-.145			
Avoidance	-2.258	.025	-.209			

Note: N=158, dependent variable: Job Satisfaction

Table 14

Attachment Dimensions in Predicting ‘Satisfaction With the Principal’ Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		.008		4.968	2	.060
Anxiety	-1.303	.195	-.123			
Avoidance	-1.615	.108	-.153			

Note: N=158, dependent variable: Satisfaction With the Principal

Table 15

Attachment Dimensions in Predicting ‘Satisfaction With Colleagues’ Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		.023		3.864	2	.047
Anxiety	-1.705	.090	-.163			
Avoidance	-.832	.407	-.079			

Note: N=158, dependent variable: Satisfaction With Colleagues

Table 16

Attachment Dimensions in Predicting ‘Satisfaction With Relationship With Students’ Levels With the Application of Standard Multiple Regression

Attachment Dimensions in Predicting ‘Satisfaction With Relationship With Students’ Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		.047		3.121	2	.039
Anxiety	-.720	.472	-.069			
Avoidance	-1.555	.122	-.149			

Note: N=158, dependent variable: Satisfaction With Relationship With Students

Table 17

Attachment Dimensions in Predicting ‘Satisfaction With Nature of the Profession’ Levels With the Application of Standard Multiple Regression

Attachment Dimensions in Predicting ‘Satisfaction With Nature of the Profession’ Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		.001		6.970	2	.083
Anxiety	-1.372	.172	-.129			
Avoidance	-2.070	.040	-.194			

Note: N=158, dependent variable: Satisfaction With Nature of the Profession

Table 18

Attachment Dimensions in Predicting ‘Satisfaction With the School’ Levels With the Application of Standard Multiple Regression

	<i>t</i>	<i>p</i>	β	<i>F</i>	<i>df</i>	<i>R</i> ²
Overall model		.222		1.518	2	.019
Anxiety	.214	.831	.021			
Avoidance	-1.542	.125	-.149			

Note: N=158, dependent variable: Satisfaction With the School

Table 19

Descriptive Statistics for Overall Job Satisfaction (Secure/Insecure)

Descriptive Statistics for Overall Job Satisfaction (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	81.32	8.70
Insecure	76.55	8.14

Table 20

One-way Analysis of Variance for Overall Job Satisfaction According to Attachment Style (Secure/Insecure)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1	829.470	829.470	11.914	<.001
Within Groups	156	10861.365	69.624		
Total	157	11690.835			

Table 21

Descriptive Statistics for Overall Job Satisfaction (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	81.32	8.70
Dismissing	77.30	8.41
Fearful	75.85	6.65
Preoccupied	77.73	11.21

Table 22

Descriptive Statistics for Satisfaction With the Principal (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	19.93	3.75
Insecure	18.92	3.33

Table 23

One-way Analysis of Variance for Satisfaction With the Principal According to Attachment Style (Secure/Insecure)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1	37.098	37.098	3.051	.083
Within Groups	156	1897.086	12.161		
Total	157	1934.184			

Table 24

Descriptive Statistics for Satisfaction With the Principal (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	19.93	3.75
Dismissing	20.20	3.05
Fearful	18.20	3.07
Preoccupied	19.68	3.85

Table 25

One-way Analysis of Variance for Satisfaction With the Principal According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	3	112.932	37.644	3.183	.026
Within Groups	154	1821.251	11.826		
Total	157	1934.184			

Table 26

Descriptive Statistics for Satisfaction With Colleagues (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	20.65	3.01
Insecure	19.65	2.94

Table 27

One-way Analysis of Variance for Satisfaction With Colleagues According to Attachment Style (Secure/Insecure)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1	36.121	36.121	4.113	.044
Within Groups	156	1369.854	8.781		
Total	157	1405.975			

Table 28

Descriptive Statistics for Satisfaction With Colleagues (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	20.65	3.01
Dismissing	19.85	2.99
Fearful	19.39	2.77
Preoccupied	20.18	3.36

Table 29

One-way Analysis of Variance for Satisfaction With Colleagues According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	3	47.136	15.712	1.781	.153
Within Groups	154	1358.839	8.824		
Total	157	1405.975			

Table 30

Descriptive Statistics for Satisfaction With the Profession (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	17.70	2.01
Insecure	16.60	2.12

Table 31

One-way Analysis of Variance for Satisfaction With the Profession According to Attachment Style (Secure/Insecure)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1	43.912	43.912	10.132	.002
Within Groups	156	676.088	4.334		
Total	157	720.000			

Table 32

Descriptive Statistics for Satisfaction With the Profession (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	17.70	2.01
Dismissing	16.55	2.26
Fearful	16.61	1.74
Preoccupied	16.64	2.90

Table 33

Descriptive Statistics for Satisfaction With Relationship With Students (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	12.26	1.53
Insecure	11.59	1.54

Table 34

One-way Analysis of Variance for Satisfaction With Relationship With Students According to Attachment Style (Secure/Insecure)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1	43.912	43.912	10.132	.002
Within Groups	156	676.088	4.334		
Total	157	720.000			

Table 35

Descriptive Statistics for Satisfaction With Relationship With Students (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	12.26	1.53
Dismissing	11.65	1.23
Fearful	11.61	1.39
Preoccupied	11.50	2.13

Table 36

One-way Analysis of Variance for Satisfaction With Relationship With Students According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	3	16.585	5.528	2.319	.078
Within Groups	154	367.137	2.384		
Total	157	383.722			

Table 37

Descriptive Statistics for Satisfaction With the School (Secure/Insecure)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	10.77	2.64
Insecure	9.77	2.48

Table 38

One-way Analysis of Variance for Satisfaction With the School According to Attachment Style (Secure/Insecure)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1	36.411	36.411	5.659	.019
Within Groups	156	1003.797	6.435		
Total	157	1040.209			

Table 39

Descriptive Statistics for Satisfaction With the School (Secure/Dismissing/Fearful/Preoccupied)

Attachment Style	<i>M</i>	<i>SD</i>
Secure	10.77	2.64
Dismissing	9.05	2.91
Fearful	10.03	2.22
Preoccupied	9.73	2.69

Table 40

One-way Analysis of Variance for Satisfaction With the School According to Attachment Style (Secure/Dismissing/Fearful/Preoccupied)

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	3	50.928	16.976	2.643	.051
Within Groups	154	989.281	6.424		
Total	157	1040.209			

Figure 1

Homoscedasticity and Linearity Assessment for Emotional Exhaustion

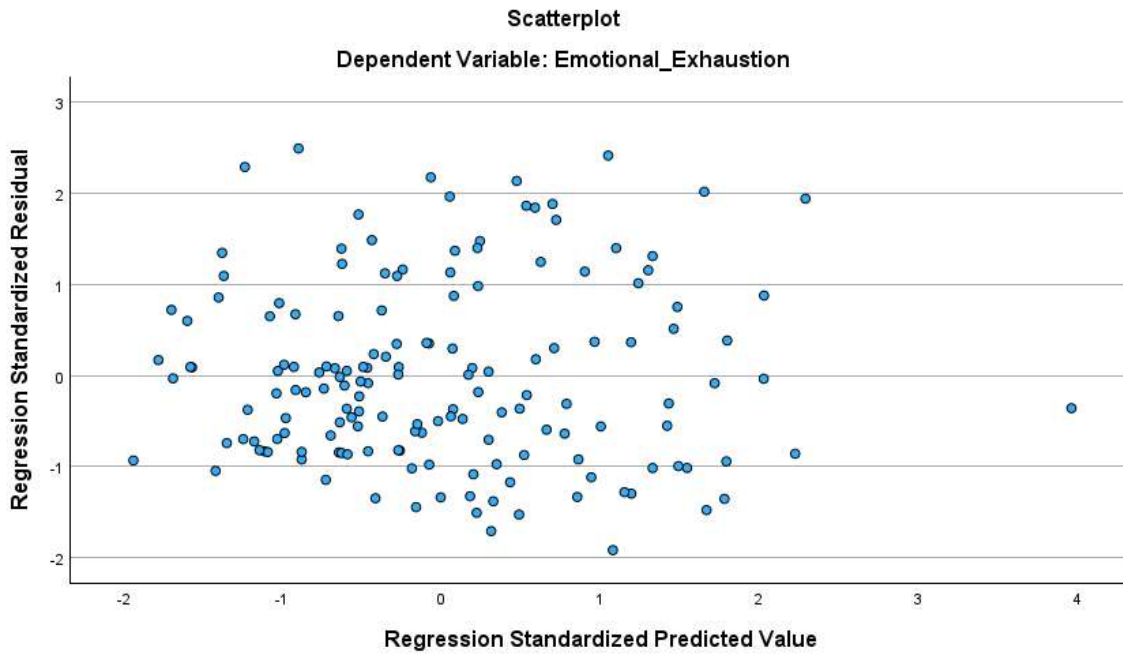


Figure 2

Presence of Normality for Emotional Exhaustion

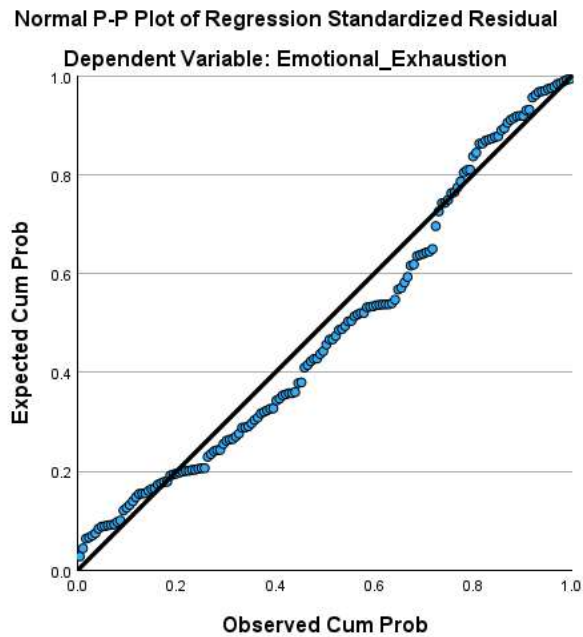


Figure 3

Homoscedasticity and Linearity Assessment for Personal Accomplishment

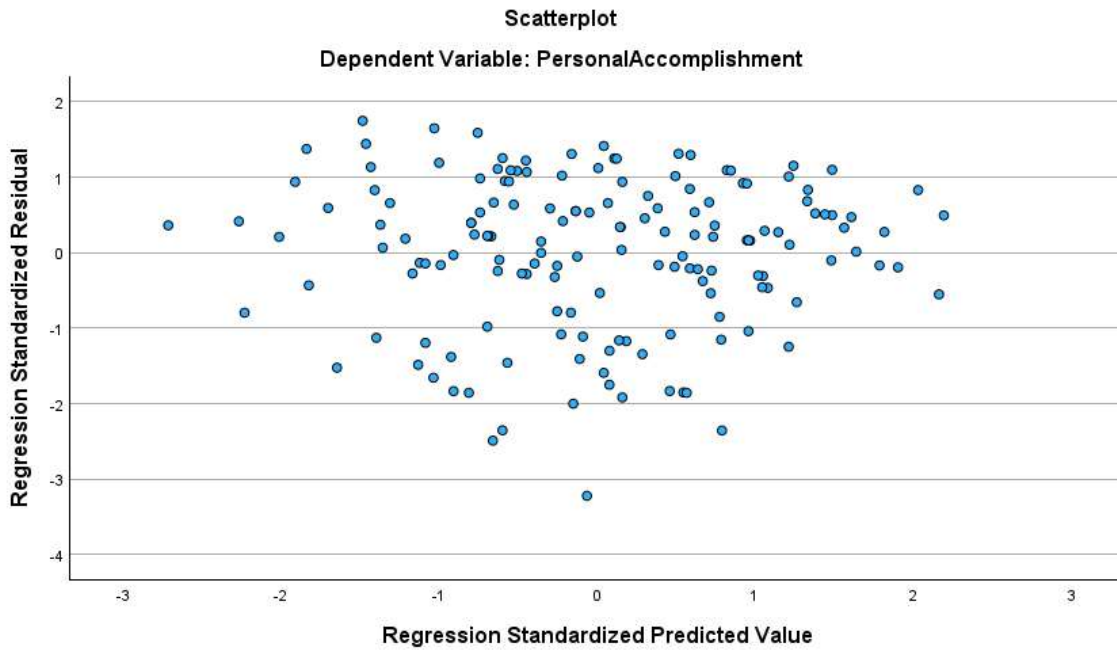


Figure 4

Presence of Normality for Personal Accomplishment

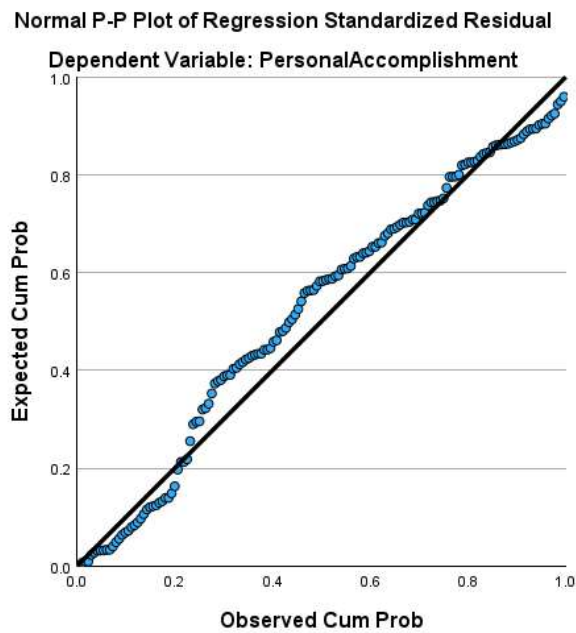


Figure 5

Homoscedasticity and Linearity Assessment for Depersonalisation

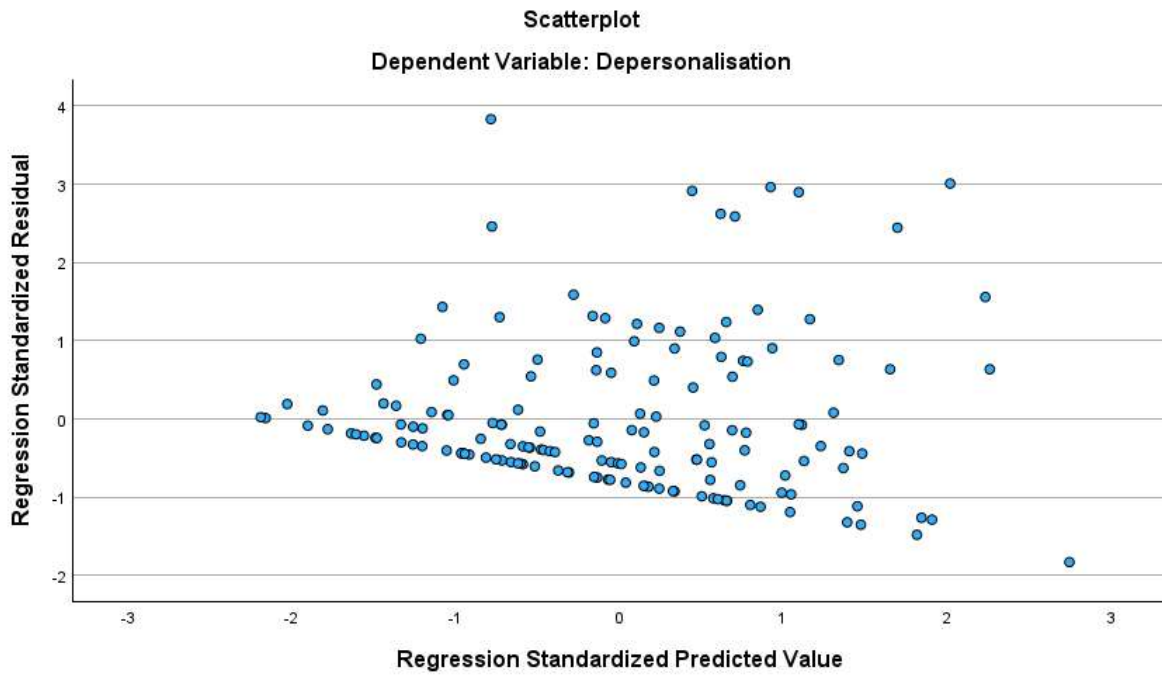


Figure 6

Presence of Normality for Depersonalisation

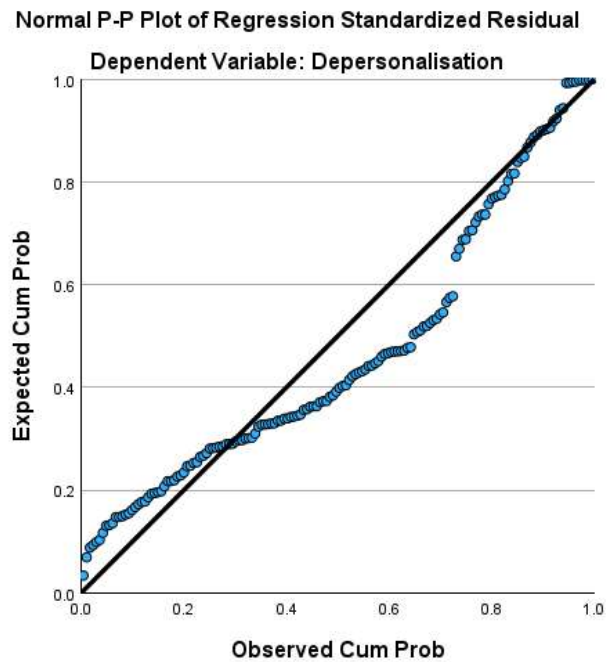


Figure 7

Homoscedasticity and Linearity Assessment for Job Satisfaction

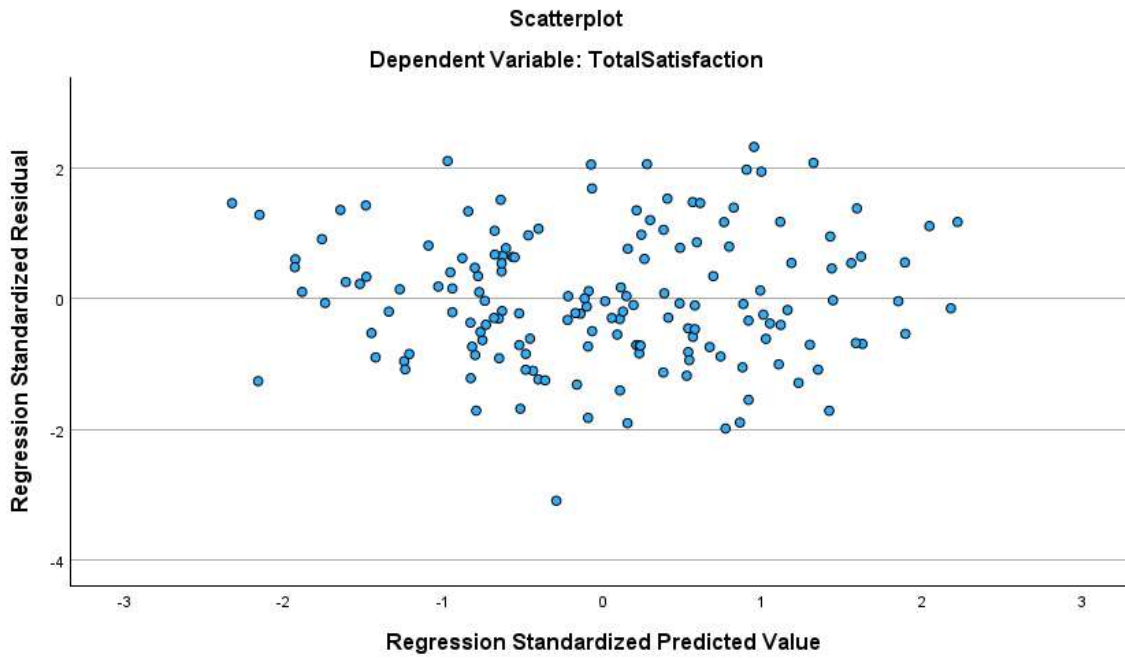


Figure 8

Presence of Normality for Job Satisfaction

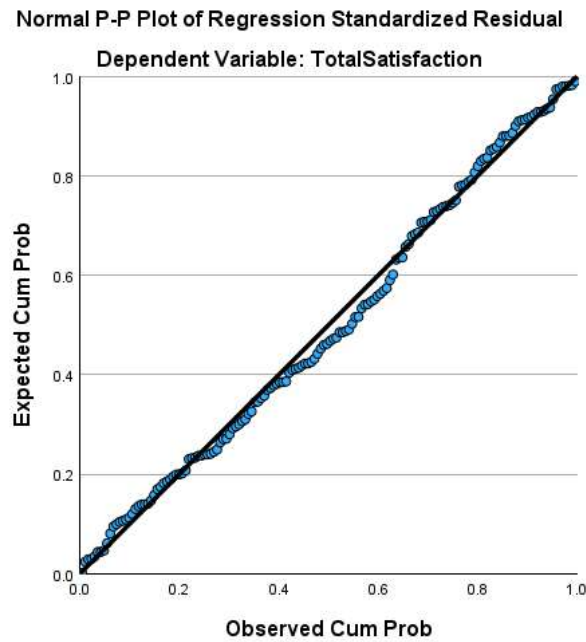


Figure 9

Homoscedasticity and Linearity Assessment for Satisfaction With the Principal

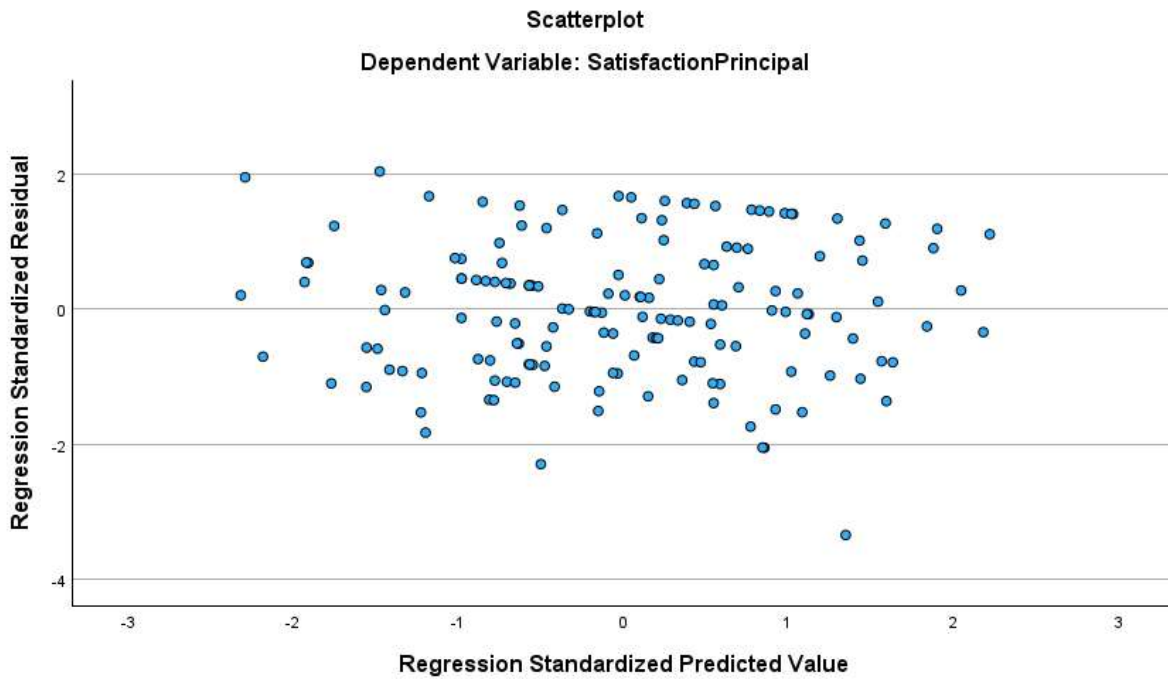


Figure 10

Presence of Normality for Satisfaction With the Principal

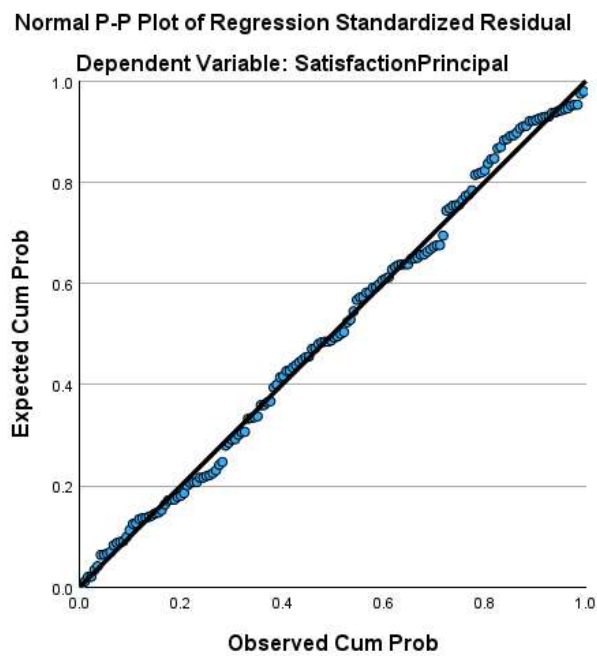


Figure 11

Homoscedasticity and Linearity Assessment for Satisfaction With Colleagues

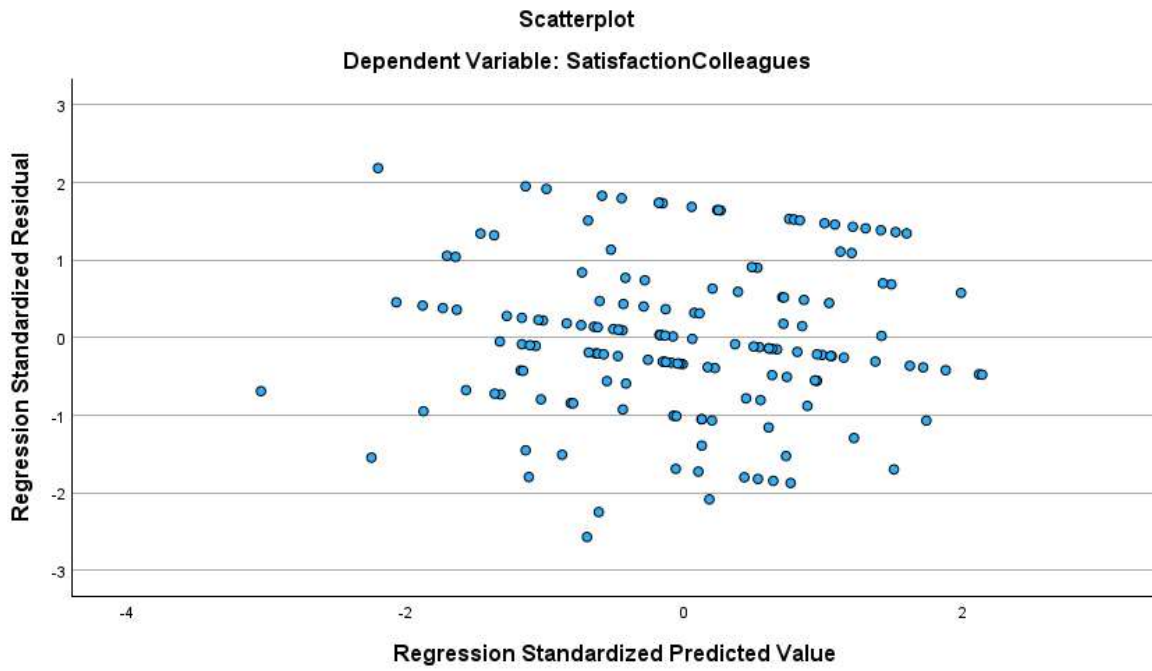


Figure 12

Presence of Normality for Satisfaction With Colleagues

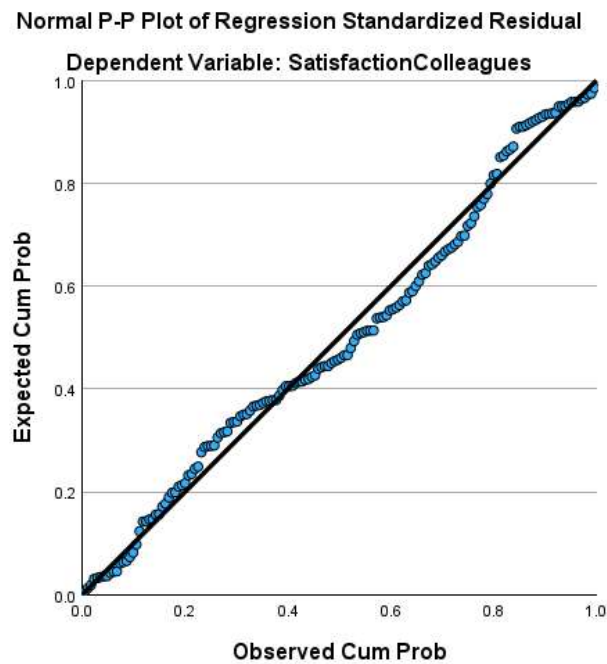


Figure 13

Homoscedasticity and Linearity Assessment for Satisfaction With Relationship With Students

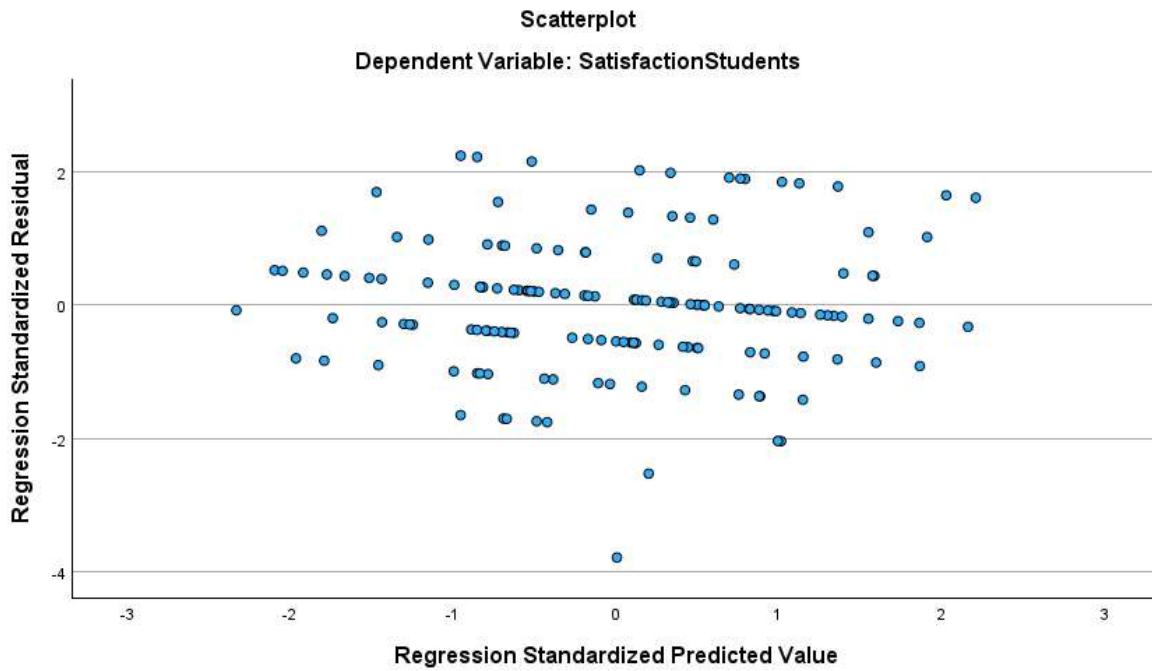


Figure 14

Presence of Normality for Satisfaction With Relationship With Students

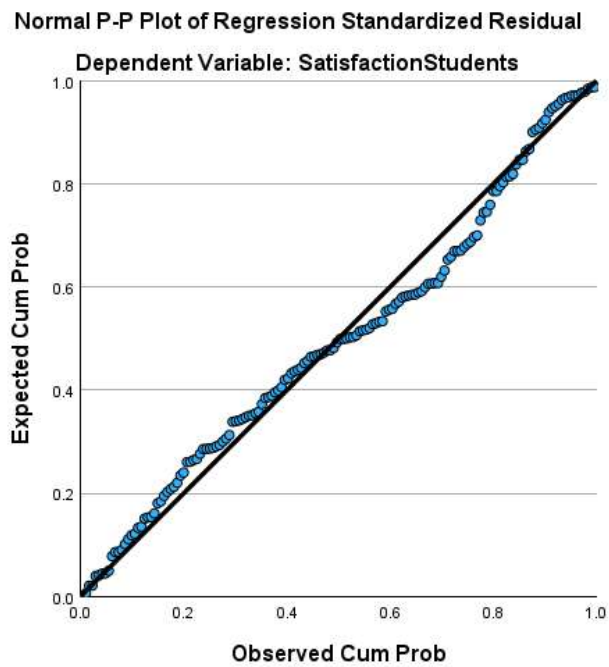


Figure 15

Homoscedasticity and Linearity Assessment for Satisfaction With Nature of the Profession

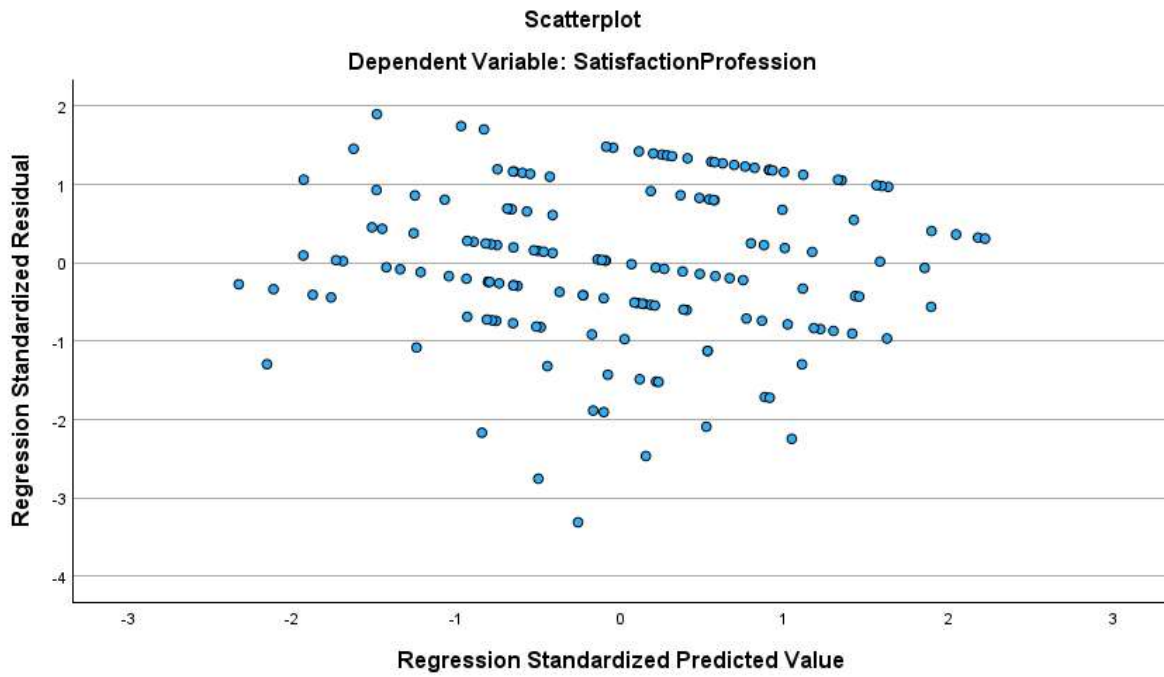


Figure 16

Presence of Normality for Satisfaction With Nature of the Profession

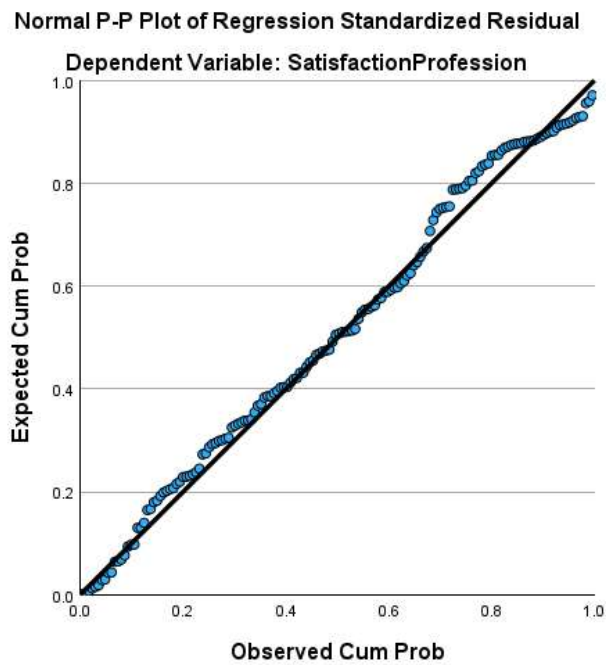


Figure 17

Homoscedasticity and Linearity Assessment for Satisfaction With the School

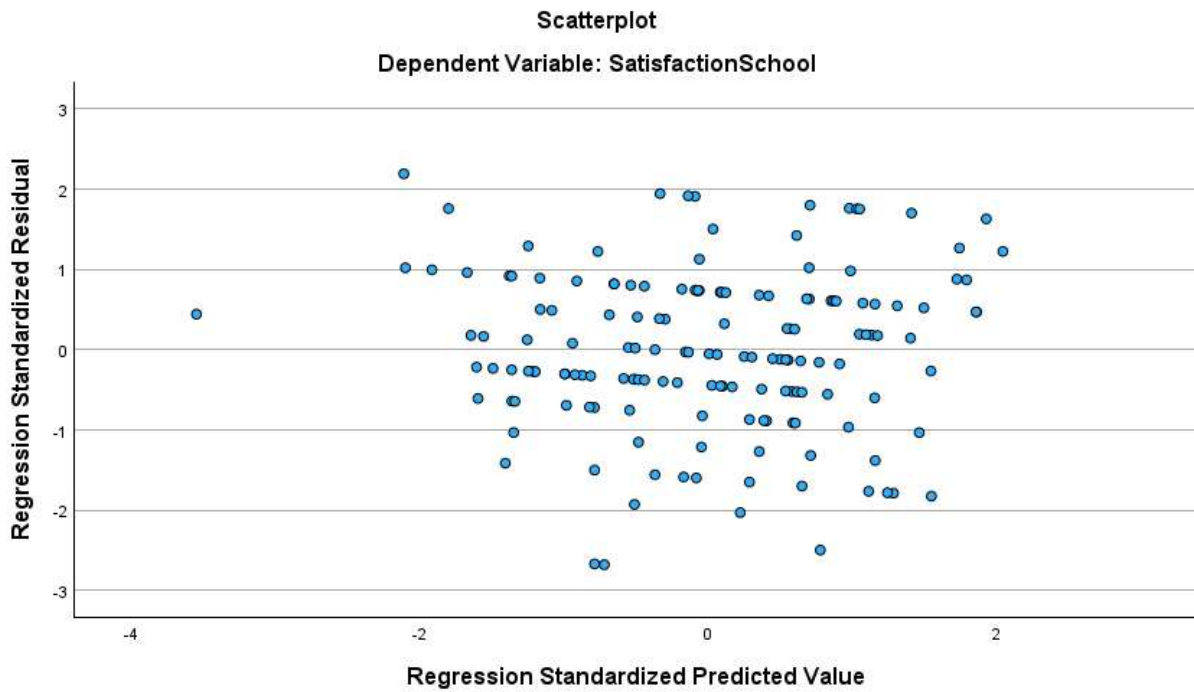
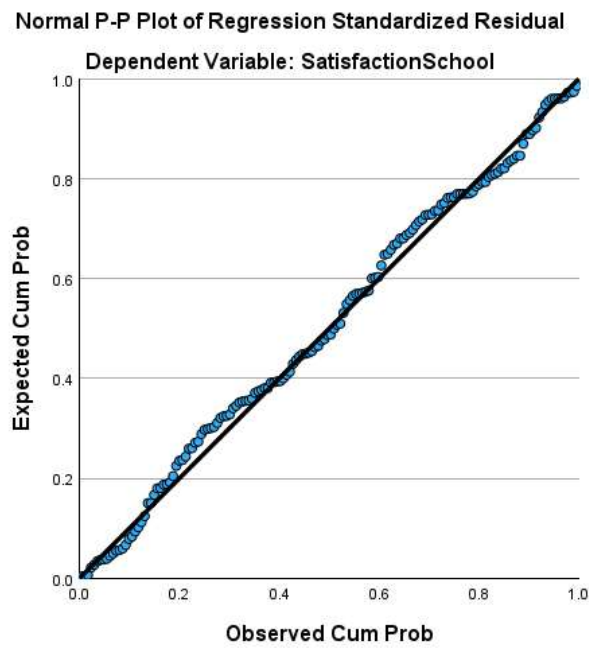


Figure 18

Presence of Normality for Satisfaction With the School



Appendix A

The Purpose of the Study and Informed Consent

Σας ευχαριστώ θερμά για την συμμετοχή σας στην έρευνα μου! Η συνεισφορά σας είναι πολύτιμη. Θα χρειαστείτε περίπου 15 λεπτά για τη συμπλήρωση του ερωτηματολογίου. Οι ερωτήσεις στις οποίες καλείστε να απαντήσετε αφορούν αρχικά κάποια δημογραφικά στοιχεία, όπως ηλικία, εκπαίδευση κ.α., και στη συνέχεια, οι ερωτήσεις αφορούν τις αντιλήψεις, τα συναισθήματα και τις στάσεις σας σε σχέση με την εργασία σας, καθώς και τον τρόπο με τον οποίο σχετίζεστε με άλλους ανθρώπους στα πλαίσια των στενών διαπροσωπικών σας σχέσεων.

Η έρευνα είναι μέρος του μεταπτυχιακού προγράμματος της Συμβουλευτικής Ψυχολογίας και Ψυχοθεραπείας, του Αμερικανικού Κολλεγίου Ελλάδος- DEREΕ, που διεξάγει η ερευνήτρια Ντορίνα Καββαδία. Η επίβλεψη της έρευνας πραγματοποιείται από τον Δρ. Ι. Μπεράτη. Στοιχεία επικοινωνίας: iberatis@acg.edu.

Προκειμένου να συμμετέχετε στην παρούσα έρευνα, είναι απαραίτητο να δώσετε τη συγκατάθεση σας:

- Καταλαβαίνω ότι θα διαφυλαχτεί η ανωνυμία μου και όλες οι πληροφορίες που θα δώσω θα παραμείνουν απόρρητες και θα χρησιμοποιηθούν μόνο για το σκοπό της έρευνας αυτής με τρόπο κωδικοποιημένο και ποσοτικό.
- Καταλαβαίνω ότι ο σκοπός αυτής της έρευνας είναι να μελετήσει τη σχέση ανάμεσα στον τρόπο που σχετιζόμαστε με τους άλλους ανθρώπους και την επαγγελματική ικανοποίηση και εξουθένωση που βιώνουμε σαν εκπαιδευτικοί.
- Καταλαβαίνω ότι η συμμετοχή μου είναι εθελοντική. Δεν υπάρχουν κίνδυνοι που να συνδέονται με την παρούσα έρευνα. Παρολαυτά, αν κάποιες ερωτήσεις μου φέρουν δυσφορία ή αμηχανία ή θεωρώ πως παραβιάζουν την αίσθηση της ιδιωτικής μου ζωής, μπορώ να μην τις απαντήσω χωρίς περαιτέρω επεξήγηση. Επίσης, μπορώ να αποσύρω τη συγκατάθεσή μου ή να διακόψω ανά πάσα στιγμή τη συμμετοχή μου στην έρευνα χωρίς καμία επίπτωση.
- Καταλαβαίνω ότι το όνομά μου δεν θα συμπεριληφθεί σε οποιαδήποτε φόρμα, ερωτηματολόγιο κτλ.
- Καταλαβαίνω ότι αυτή η έρευνα δεν περιλαμβάνει καμία αποζημίωση ή αμοιβή για τη συμμετοχή μου. Ωστόσο με τη συμμετοχή μου συνεισφέρω στην ευρύτερη έρευνα γύρω από το συγκεκριμένο θέμα και καταθέτω την προσωπική μου άποψη.
- Καταλαβαίνω ότι εάν έχω οποιεσδήποτε ερωτήσεις ή προβληματισμούς σχετικά με την έρευνα ή τη διαδικασία της, μπορώ να επικοινωνήσω με την κύρια ερευνήτρια Ντορίνα Καββαδία μέσω της ηλεκτρονικής διεύθυνσης: t.kavvadia@acg.edu ή με τον επιβλέποντα καθηγητή Δρ. Ι. Μπεράτη μέσω της ηλεκτρονικής διεύθυνσης: iberatis@acg.edu.
- Η παρούσα μελέτη έχει ελεγχθεί και εγκριθεί από το Institutional Review Board του Αμερικανικού Κολλεγίου Ελλάδος – Deree.

Έχετε διαβάσει και κατανοήσει τις παραπάνω πληροφορίες, είστε πάνω από 18, εργάζεστε την τρέχουσα ακαδημαϊκή χρονιά στην πρωτοβάθμια ή δευτεροβάθμια βαθμίδα εκπαίδευσης και συμμετέχετε οικειοθελώς στην έρευνα;

- Ναι
- Όχι

Appendix B

Demographic Questions

Θα θέλαμε να συμπληρώσετε τα παρακάτω δημογραφικά στοιχεία:

Παρακαλώ συμπληρώστε το φύλο σας:

- Άντρας
- Γυναίκα
- Άλλο
- Προτιμώ να μην απαντήσω

Ποια είναι η ηλικία σας;

- 18 - 24 χρονών
- 25 - 34 χρονών
- 35 - 44 χρονών
- 45 - 54 χρονών
- 55 - 64 χρονών
- 65+ χρονών

Ποια είναι η οικογενειακή σας κατάσταση;

- Άγαμος/η
- Έγγαμος/η
- Διαζευγμένος/η
- Χήρος/α

Προσδιορίστε το ανώτατο επίπεδο των ακαδημαϊκών σπουδών σας:

- Πτυχίο ΤΕΙ/ΑΕΙ
- Δεύτερο πτυχίο
- Μεταπτυχιακός Τίτλος
- Διδακτορικός Τίτλος

Σε ποια βαθμίδα εκπαίδευσης υπηρετείτε;

- Πρωτοβάθμια
- Δευτεροβάθμια

Ποια είναι η ειδικότητά σας (π.χ. ΠΕ70);

Πόσα έτη υπηρεσίας έχετε στην εκπαίδευση;

- Από 0 έως 5 χρόνια
- Από 6 έως 15 χρόνια

- Από 16 έως 25 χρόνια
- Πάνω από 25 χρόνια

Ποια είναι η τρέχουσα σχέση εργασίας σας στην εκπαίδευση;

- Μόνιμος/η
- Αναπληρωτής/τρια
- Ωρομίσθιος/α

Σε τι τύπου σχολείο απασχολείστε;

- Δημόσιο
- Ιδιωτικό

Appendix C

Maslach Burnout Inventory: Educator's Survey

Ερωτηματολόγιο Καταγραφής Επαγγελματικής Εξουθένωσης της Maslach

Παρακάτω ακολουθούν 22 προτάσεις οι οποίες διερευνούν τα συναισθήματα και τις στάσεις σας ως προς την εργασία σας. Παρακαλώ να προσδιορίσετε, με βάση την παρακάτω κλίμακα, πόσο συχνά νιώθετε αυτό που εκφράζει η πρόταση.

1	2	3	4	5	6	7
Ποτέ	Μερικές φορές το χρόνο	Μια φορά το μήνα	Μερικές φορές το μήνα	Μια φορά την εβδομάδα	Μερικές φορές την εβδομάδα	Κάθε μέρα

1	Νιώθω ψυχικά εξαντλημένος/η από τη διδασκαλία.	1	2	3	4	5	6	7
2	Νιώθω εξαντλημένος/η όταν ξυπνάω το πρωί και έχω να αντιμετωπίσω άλλη μια μέρα δουλειάς.	1	2	3	4	5	6	7
3	Είναι πολύ κουραστικό για μένα να δουλεύω με ανθρώπους όλη την ημέρα.	1	2	3	4	5	6	7
4	Νιώθω εξουθενωμένος/η από τη δουλειά μου.	1	2	3	4	5	6	7
5	Νιώθω απογοητευμένος/η από τη δουλειά μου.	1	2	3	4	5	6	7
6	Νιώθω ότι εργάζομαι πολύ σκληρά στο σχολείο.	1	2	3	4	5	6	7
7	Μου δημιουργεί μεγάλη ένταση/στρες το να εργάζομαι στενά με μαθητές.	1	2	3	4	5	6	7
8	Νιώθω ότι βρίσκομαι στα όρια της αντοχής μου.	1	2	3	4	5	6	7
9	Νιώθω «άδειος/α» στο τέλος μιας σχολικής μέρας.	1	2	3	4	5	6	7
10	Μπορώ εύκολα να καταλάβω πώς αισθάνονται οι μαθητές μου.	1	2	3	4	5	6	7
11	Αντιμετωπίζω τα προβλήματα των μαθητών μου πολύ αποτελεσματικά.	1	2	3	4	5	6	7
12	Νιώθω ότι με την εργασία μου επηρεάζω θετικά τις ζωές των άλλων.	1	2	3	4	5	6	7
13	Νιώθω γεμάτος/η ενεργητικότητα.	1	2	3	4	5	6	7
14	Μπορώ να δημιουργήσω μια άνετη ατμόσφαιρα με τους μαθητές μου.	1	2	3	4	5	6	7
15	Έχω καταφέρει πολλά αξιόλογα πράγματα σε αυτή τη δουλειά.	1	2	3	4	5	6	7
16	Αντιμετωπίζω ήρεμα τα προβλήματα που προκύπτουν στη δουλειά μου.	1	2	3	4	5	6	7
17	Νιώθω αναζωογονημένος/η όταν δουλεύω με τους μαθητές μου.	1	2	3	4	5	6	7
18	Νιώθω ότι συμπεριφέρομαι σε μερικούς μαθητές μου απρόσωπα, σαν να είναι αντικείμενα.	1	2	3	4	5	6	7
19	Έχω γίνει περισσότερο σκληρός με τους ανθρώπους από τότε που άρχισα αυτή τη δουλειά.	1	2	3	4	5	6	7

20	Ανησυχώ μήπως αυτή η δουλειά με κάνει περισσότερο σκληρό/ή.	1	2	3	4	5	6	7
21	Αισθάνομαι ότι οι μαθητές μου κατηγορούν εμένα για μερικά από τα προβλήματά τους.	1	2	3	4	5	6	7
22	Στην πραγματικότητα δεν με ενδιαφέρει τι συμβαίνει σε μερικούς μαθητές μου.	1	2	3	4	5	6	7

Appendix D

Teachers' Satisfaction Inventory

Ερωτηματολόγιο Επαγγελματικής Ικανοποίησης

Παρακάτω ακολουθούν 20 προτάσεις οι οποίες αφορούν την επαγγελματική ικανοποίηση που βιώνετε από την τρέχουσα θέση εργασίας σας. Παρακαλώ να προσδιορίσετε, με βάση την παρακάτω κλίμακα, σε ποιο βαθμό συμφωνείτε ή διαφωνείτε με αυτό που εκφράζει η πρόταση.

1	2	3	4	5
Διαφωνώ απόλυτα	Διαφωνώ	Δεν είμαι σίγουρος	Συμφωνώ	Συμφωνώ απόλυτα

1	Ο/Η διευθυντής/ντρια μου με βοηθάει όταν τον χρειάζομαι.	1	2	3	4	5
2	Ο/Η διευθυντής/ντρια μου συμπεριφέρεται σε όλους με τον ίδιο τρόπο.	1	2	3	4	5
3	Ο/Η διευθυντής/ντρια μου κατανοεί τα προβλήματα μου.	1	2	3	4	5
4	Συνεργάζομαι εποικοδομητικά με τον/την διευθυντή/ντρια μου.	1	2	3	4	5
5	Ο/Η διευθυντής/ντρια μου είναι εκεί όταν τον χρειάζομαι.	1	2	3	4	5
6	Οι συνάδελφοί μου με βοηθούν όταν χρειάζεται.	1	2	3	4	5
7	Έχω καλές σχέσεις με τους συναδέλφους μου.	1	2	3	4	5
8	Οι συνάδελφοί μου είναι φιλικοί.	1	2	3	4	5
9	Οι συνάδελφοι μου δουλεύουν καλά ως ομάδα.	1	2	3	4	5
10	Συνεργάζομαι καλά με τους συναδέλφους μου.	1	2	3	4	5
11	Το επάγγελμα του εκπαιδευτικού είναι ευχάριστο.	1	2	3	4	5
12	Η δουλειά μου είναι δημιουργική.	1	2	3	4	5
13	Ο ρόλος του εκπαιδευτικού είναι σημαντικός.	1	2	3	4	5
14	Το επάγγελμα του εκπαιδευτικού με βοηθά στην προσωπική μου ανάπτυξη.	1	2	3	4	5
15	Συνεργάζομαι αποτελεσματικά με τους μαθητές μου.	1	2	3	4	5
16	Οι μαθητές μου αναγνωρίζουν την δουλειά μου.	1	2	3	4	5
17	Οι μαθητές μου με σέβονται.	1	2	3	4	5
18	Ο περιβάλλον χώρος (αυλή, κλπ) είναι ευχάριστος.	1	2	3	4	5
19	Ο περιβάλλον χώρος είναι κατάλληλος.	1	2	3	4	5
20	Ο περιβάλλον χώρος είναι ασφαλής.	1	2	3	4	5

Appendix E

Experiences in Close Relationships – Revised Questionnaire Greek Version

Οι παρακάτω προτάσεις αφορούν το πώς αισθάνεστε στις συναισθηματικά κοντινές σας σχέσεις. Ενδιαφερόμαστε για το πώς γενικά βιώνετε τις σχέσεις σας, όχι μόνο για το τι συμβαίνει στην παρούσα σχέση σας. Απαντήστε σε κάθε πρόταση επιλέγοντας τον κατάλληλο αριθμό, προκειμένου να καταδείξετε το βαθμό συμφωνίας ή διαφωνίας σας σε κάθε πρόταση.

1	2	3	4	5	6	7
Διαφωνώ πολύ	Διαφωνώ	Διαφωνώ Κάπως	Ούτε Συμφωνώ, Ούτε Διαφωνώ	Συμφωνώ Κάπως	Συμφωνώ	Συμφωνώ πολύ

		Διαφωνώ πολύ	Διαφωνώ	Διαφωνώ Κάπως	Ούτε Συμφωνώ, Ούτε Διαφωνώ	Συμφωνώ Κάπως	Συμφωνώ	Συμφωνώ πολύ
1	Προτιμώ να μη δείχνω στο/στη σύντροφό μου τι αισθάνομαι κατά βάθος	1	2	3	4	5	6	7
2	Φοβάμαι ότι θα χάσω την αγάπη του/της συντρόφου μου	1	2	3	4	5	6	7
3	Αισθάνομαι άνετα να μοιράζομαι προσωπικές σκέψεις και συναισθήματα με το/τη σύντροφό μου	1	2	3	4	5	6	7
4	Ανησυχώ συχνά με την ιδέα ότι ο/η σύντροφός μου δε θα θέλει να μείνει μαζί μου	1	2	3	4	5	6	7
5	Το βρίσκω δύσκολο ν' αφήσω τον εαυτό μου να στηριχθεί σε ερωτικούς συντρόφους	1	2	3	4	5	6	7
6	Ανησυχώ συχνά με την ιδέα ότι ο/η σύντροφός μου δε με αγαπάει πραγματικά	1	2	3	4	5	6	7
7	Αισθάνομαι πολύ άνετα να είμαι συναισθηματικά κοντά με ερωτικούς συντρόφους	1	2	3	4	5	6	7
8	Ανησυχώ ότι οι ερωτικοί μου σύντροφοι δε θα νοιάζονται για μένα όσο εγώ γι' αυτούς	1	2	3	4	5	6	7

9	Δεν αισθάνομαι άνετα να «ανοίγομαι» σε ερωτικούς συντρόφους	1	2	3	4	5	6	7
10	Συχνά εύχομαι τα αισθήματα του/της συντρόφου μου για μένα να ήταν τόσο δυνατά όσο τα δικά μου γι' αυτόν/αυτήν	1	2	3	4	5	6	7
11	Προτιμώ να μην είμαι συναισθηματικά πολύ κοντά σε ερωτικούς συντρόφους	1	2	3	4	5	6	7
12	Ανησυχώ πολύ για τις σχέσεις μου	1	2	3	4	5	6	7
13	Αισθάνομαι άβολα όταν ο/η ερωτικός μου σύντροφος θέλει να είναι συναισθηματικά πολύ κοντά μου	1	2	3	4	5	6	7
14	Όταν ο σύντροφός μου είναι μακριά μου, ανησυχώ ότι μπορεί να ενδιαφερθεί για κάποιον/α άλλο/η	1	2	3	4	5	6	7
15	Το βρίσκω σχετικά εύκολο να έρθω συναισθηματικά κοντά με το/τη σύντρόφό μου	1	2	3	4	5	6	7
16	Όταν δείχνω τα αισθήματά μου στους ερωτικούς συντρόφους, φοβάμαι ότι εκείνοι δεν θα αισθάνονται το ίδιο για μένα	1	2	3	4	5	6	7
17	Δεν μου είναι δύσκολο να έρθω συναισθηματικά κοντά με το/τη σύντρόφό μου	1	2	3	4	5	6	7
18	Σπάνια ανησυχώ για ότι ο/η σύντροφός μου μπορεί να με αφήσει	1	2	3	4	5	6	7
19	Συνήθως συζητάω τα προβλήματα και τις ανησυχίες μου με το/τη σύντρόφό μου	1	2	3	4	5	6	7
20	Ο/Η ερωτικός μου σύντροφος με κάνει να αμφισβητώ τον εαυτό μου	1	2	3	4	5	6	7
21	Με βοηθάει το να στραφώ στο/στη σύντρόφό μου σε ώρες ανάγκης	1	2	3	4	5	6	7
22	Σπάνια ανησυχώ με την ιδέα ότι μπορεί να με εγκαταλείψουν	1	2	3	4	5	6	7
23	Λέω στο/στη σύντρόφό μου σχεδόν τα πάντα	1	2	3	4	5	6	7
24	Διαπιστώνω ότι οι σύντροφοί μου δεν θέλουν να έρθουν συναισθηματικά τόσο κοντά μου όσο θα ήθελα	1	2	3	4	5	6	7

25	Συζητάω τα πράγματα που με απασχολούν με το/τη σύντροφό μου	1	2	3	4	5	6	7
26	Μερικές φορές οι ερωτικοί μου σύντροφοι αλλάζουν τα αισθήματά τους για μένα χωρίς φανερό λόγο	1	2	3	4	5	6	7
27	Αισθάνομαι νευρική/ότητα όταν ένας σύντροφος έρθει συναισθηματικά πολύ κοντά μου	1	2	3	4	5	6	7
28	Η επιθυμία μου να είμαι συναισθηματικά πολύ κοντά με τους άλλους πολλές φορές τους φοβίζει και τους απομακρύνει	1	2	3	4	5	6	7
29	Αισθάνομαι άνετα να στηριχθώ στον/στην ερωτικό μου σύντροφο	1	2	3	4	5	6	7
30	Φοβάμαι ότι μόλις ένας ερωτικός σύντροφος με γνωρίσει καλά, δεν θα του αρέσει το ποιος/ποια πραγματικά είμαι	1	2	3	4	5	6	7
31	Το βρίσκω εύκολο να στηριχθώ σε ερωτικούς συντρόφους	1	2	3	4	5	6	7
32	Θυμώνω που δεν παίρνω τη στοργή και τη στήριξη που χρειάζομαι από το/τη σύντροφό μου	1	2	3	4	5	6	7
33	Μου είναι εύκολο να είμαι τρυφερός με τον/την ερωτικό μου σύντροφο	1	2	3	4	5	6	7
34	Ανησυχώ ότι υστερώ σε σύγκριση με άλλους ανθρώπους	1	2	3	4	5	6	7
35	Ο/Η σύντροφός μου πραγματικά καταλαβαίνει εμένα και τις ανάγκες μου	1	2	3	4	5	6	7
36	Μου φαίνεται ότι ο/η σύντροφός μου με προσέχει μόνο όταν είμαι θυμωμένος/θυμωμένη	1	2	3	4	5	6	7

Appendix F

Debriefing Statement

Σας ευχαριστώ πολύ για τη συμπλήρωση του ερωτηματολογίου και τη συμμετοχή σας στην έρευνα!

Ένας καθοριστικός παράγοντας για την ανάπτυξη και ευημερία κάθε χώρας αποτελεί η εκπαίδευση που παρέχει στους νέους της. Οποιαδήποτε εκπαιδευτική μεταρρύθμιση, όσο καλοσχεδιασμένη κι αν είναι, δεν μπορεί να φέρει αποτελέσματα εάν δεν φροντιστούν πρωτίστως οι ανθρώπινοι πόροι πάνω στους οποίους θα βασιστεί η υλοποίησή της. Η επαγγελματική εξουθένωση των εκπαιδευτικών αποτελεί ένα φαινόμενο που επιφέρει αρνητικές συνέπειες τόσο για τους ίδιους τους εκπαιδευτικούς, όσο και για τους μαθητές τους, καθώς επίσης μειώνει την ποιότητα της παρεχόμενης παιδείας. Η επαγγελματική ικανοποίηση είναι ένας πολύ σημαντικός παράγοντας που συμβάλλει καθοριστικά στην κοινωνική λειτουργία και την ψυχική υγεία των εκπαιδευτικών και επηρεάζει την ποιότητα της εκπαιδευτικής διαδικασίας. Η διεθνής βιβλιογραφία έχει μελετήσει εκτενώς τα φαινόμενα αυτά, ωστόσο υπάρχουν περιορισμένες έρευνες οι οποίες επιχειρούν να προσδιορίσουν τους παράγοντες που συμβάλλουν σε αυτά πέρα από τις εργασιακές συνθήκες και το περιβάλλον.

Η θεωρία δεσμού του Bowlby υποστηρίζει ότι το είδος της προσκόλλησης που αναπτύσσει ένα βρέφος με το βασικό πρόσωπο που το φροντίζει είναι σημαντικό, καθώς καθορίζει όχι μόνο την ανάπτυξη της βρεφικής και παιδικής του ηλικίας, αλλά και αργότερα την ενήλική του ζωή. Η θεωρία δεσμού παρέχει ένα πλαίσιο για την κατανόηση σημαντικών πτυχών της διαπροσωπικής λειτουργίας στα παιδιά και στους ενήλικες και αναφέρει 3 βασικούς τύπους δεσμού με τον κύριο φροντιστή: 1) Ασφαλής, 2) Απορριπτικός / αποφευκτικός, 3) Αγχώδης / αμφιθυμικός.

Σκοπός της παρούσας έρευνας είναι, βασιζόμενη στη θεωρία δεσμού του Bowlby, να διερευνήσει κατά πόσο τα είδη δεσμών που έχουν αναπτύξει οι εκπαιδευτικοί ως βρέφη με τον γονιό/κύριο φροντιστή, επηρεάζουν τα επίπεδα επαγγελματικής εξουθένωσης και ικανοποίησης που βιώνουν ως ενήλικες. Η μελέτη αυτή έχει σαν στόχο να φωτίσει περισσότερο προσωπικούς παράγοντες, σε σχέση με συστημικούς ή περιβαλλοντικούς, οι οποίοι δύνανται να προβλέψουν τα επίπεδα επαγγελματικής εξουθένωσης και ικανοποίησης των εκπαιδευτικών.

Σας ευχαριστώ και πάλι για την πολύτιμη συμβολή σας στην έρευνα αυτή,
Ντορίνα Καββαδία.

Για οποιαδήποτε απορία ή ανησυχία σχετικά με την έρευνα και τη συμπλήρωση του ερωτηματολογίου, παρακαλώ απευθυνθείτε στην κύρια ερευνήτρια Ντορίνα Καββαδία, με την οποία μπορείτε να επικοινωνήσετε μέσω της ηλεκτρονικής διεύθυνσης T.Kavvadia@acg.edu. Τα στοιχεία επικοινωνίας του επιβλέποντα καθηγητή Δρ. Ι. Μπεράτη είναι iberatis@acg.edu.

Τα αποτελέσματα της έρευνας αναμένεται να είναι διαθέσιμα τέλος Ιανουαρίου του 2024. Εάν επιθυμείτε να λάβετε μία αναφορά σχετικά με τα αποτελέσματα της μελέτης, παρακαλώ να επικοινωνήσετε με την κύρια ερευνήτρια στο email που αναγράφεται παραπάνω.