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ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ

**THE EFFECT OF TEACHERS' PERSONALITY AND PERSONAL  
CHARACTERISTICS ON JOB SATISFACTION IN TIMES OF CRISIS**

Της

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Υποβλήθηκε ως απαιτούμενο για την απόκτηση του μεταπτυχιακού διπλώματος ειδίκευσης στη διοίκηση & οργάνωση εκπαιδευτικών μονάδων

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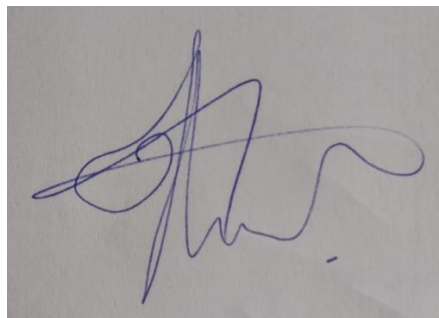


### **Υπεύθυνη Δήλωση**

Με ατομική μου ευθύνη και γνωρίζοντας τις κυρώσεις που προβλέπονται από τον Κανονισμό Σπουδών του Μεταπτυχιακού Προγράμματος στη Διοίκηση & Οργάνωση Εκπαιδευτικών Μονάδων του Αλεξάνδρειου ΤΕΙ Θεσσαλονίκης, δηλώνω υπεύθυνα ότι:

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- Για τη συγγραφή της Διπλωματικής μου Εργασίας δεν χρησιμοποίησα ολόκληρο ή μέρος έργου άλλου δημιουργού ή τις ιδέες και αντιλήψεις άλλου δημιουργού χωρίς να γίνεται σαφής αναφορά στην πηγή προέλευσης(βιβλίο, άρθρο από επιστημονικό περιοδικό, ιστοσελίδα κλπ.).

Θεσσαλονίκη, 16.04.2020

A photograph of a handwritten signature in blue ink on a light-colored background. The signature is stylized and appears to be the name 'Louni Aikaterini'.

Η Δηλούσα:  
Λουνή Αικατερίνη

## Περίληψη

Η Ελλάδα την τελευταία δεκαετία ήρθε αντιμέτωπη με μια σημαντική οικονομική κρίση η οποία οδήγησε σε ύφεση, με σημαντικό κοινωνικό και οικονομικό αντίκτυπο σε πάρα πολλούς ανθρώπους. Η κρίση αυτή ονομάστηκε «Η Ελληνική Κρίση» και μόλις πρόσφατα η Ελλάδα κατάφερε να αρχίσει να βλέπει προοπτική εξόδου από τον κυκεώνα προβλημάτων που αντιμετώπιζε για μια δεκαετία. Η παρούσα έρευνα εξετάζει τα αποτελέσματα που είχε η κρίση στους δασκάλους του Ελληνικού εκπαιδευτικού συστήματος και συγκεκριμένα το αποτέλεσμα που είχε στις αντιλήψεις τους για την εργασιακή τους ικανοποίηση. Λαμβάνοντας υπόψη το ότι κατά τη διάρκεια της κρίσης και εξαιτίας των μέτρων που πάρθηκαν, αρκετοί άνθρωποι (συμπεριλαμβανομένων δασκάλων) βρέθηκαν αντιμέτωποι με μια αλλαγή στην θέση τους μέσα στην κοινωνικο-οικονομική διαστρωμάτωση, εξετάσαμε εάν αυτή η αλλαγή σχετιζόταν με τις αντιλήψεις που σχημάτισαν για την εργασιακή ικανοποίησή τους. Η έρευνα αποτελεί μια προσπάθεια να ανακαλύψουμε εάν η αλλαγή από ένα κοινωνικο-οικονομικό στρώμα σε ένα άλλο (συνήθως χαμηλότερο μετά από μια κρίση) είχε κάποιο αντίκτυπο. Διερευνώντας το φαινόμενο της αλλαγής θέσης στην διαστρωμάτωση σε σχέση με την εργασιακή ικανοποίηση εξάγουμε αποτελέσματα που θα βοηθήσουν εκπαιδευτικούς οργανισμούς να υποστηρίξουν τους εκπαιδευτικούς να είναι ικανοποιημένοι παρά τα προβλήματα της κρίσης.

Επιπροσθέτως, εξετάσαμε και την επίδραση λοιπών χαρακτηριστικών της προσωπικότητας του εκπαιδευτικού ως επίσης και των δημογραφικών χαρακτηριστικών με στόχο να λάβουμε υπόψη μας και λοιπούς παράγοντες διαφοροποίησης των αντιλήψεων εργασιακής ικανοποίησης των εκπαιδευτικών. Με τη βοήθεια ενός διαδικτυακού ερωτηματολογίου που απευθυνόταν σε εκπαιδευτικούς διαφορετικών εκπαιδευτικών βαθμίδων συλλέξαμε 77 απαντήσεις οι οποίες αποτέλεσαν το δείγμα μας προς ανάλυση.

Τα αποτελέσματα της ανάλυσης έδειξαν ότι όντως υπάρχει συσχετισμός μεταξύ του αποτελέσματος της κρίσης και των συναισθημάτων της ικανοποίησης με την δουλειά σε κάποιες από τις εκφάνσεις της. Με αυτόν τον τρόπο παρατηρείται και η δυνατότητα να υποστηριχθούν αντιστοίχως αυτά τα συναισθήματα εργασιακής ικανοποίησης όταν αυτοί βρεθούν σε μια περίοδο κρίσης διαμορφώνοντας αντίστοιχα το εργασιακό περιβάλλον. Η παρούσα έρευνα και τα αποτελέσματά της δίνουν κάποιες απαντήσεις στην σχέση που μπορεί να έχουν τα αποτελέσματα της κρίσης, στοιχεία της προσωπικότητας των εκπαιδευτικών και λοιπά χαρακτηριστικά τους σε σχέση με τα συναισθήματα τους για την

εργασιακή ικανοποίηση ενημερώνοντας την βιβλιογραφία και παρέχοντας παράλληλα κατευθυντήριες γραμμές για τους υπευθύνους εκπαιδευτικών μονάδων.

## Abstract

Greece in the past decade faced a major economic crisis which led to a recession with significant socioeconomic impacts on numerous people. This was named “The Greek Crisis” and only recently we were able to see the potential end of it and a way out. This research examines the effects that crisis had on teachers in the Greek educational system and in particular the effect on their socio-economic status. Taking under consideration that effect of the crisis we proceed to examine if it relates to the perceptions of teachers’ satisfaction with their job in an effort to uncover different ways to improve the working environment so as to help teachers feel satisfied with their work in spite of the crisis-derived issues.

Additionally, the effect of other personality and demographic characteristics was examined so as to also take under consideration differentiating factors among different teachers. With the help of an online survey aimed at teachers of different educational levels, we were able to receive 77 valid responses which were analyzed following different analysis methods. Results indicate that there is indeed a correlation between the feeling of job satisfaction (in the facets of fringe benefits, contingent rewards and co-workers) and as such there is also a potential to support these feelings of job satisfaction for teachers once they find themselves in the impact of crisis.

This research and its findings can shed light on the relationship between the crisis effects on individuals and their feelings of job satisfaction and inform the current literature as well as the school principals.

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## 1. Introduction and Rational Behind the Research

During the past decade, Greece went through a major economic crisis which was termed the “Greek economic crisis”, or “Greek debt crisis”. In short, the Greek crisis was the inability of the Greek government to borrow money at relatively low interest rates from the international markets. This in turn led to an inability to meet existing and ongoing obligations. Greece could not repay its debt and the budget deficit became -15.4% with social implications being high unemployment, increasing price of commodities and pay cuts of employees’ salaries among others. This prolonged economic crisis led to the need of three different rescue measures named “memoranda” that introduced in the economy the needed capital support in parallel to strict measures in order to attempt to rescue Greece from economically collapsing. These efforts and measures (12 circulars of tax reforms and horizontal spending cuts) led to a significant social and economic impact in the Greek society. An example of the magnitude of change in the social status and stratification the crisis had on Greece is evident by the results of the latest report of the Organization for Economic Co-Operation and Development (OECD) (OECD, 2018) where it can be seen that since 2011, only now we are beginning to step out the crisis. This eventually had a significant impact on the Greek society leaving behind an important number of families living on the line or under the line of poverty and facing problems of survival. Greece previously had a significant number of its citizens being in the Middle-Class socio-economic stratum and the crisis changed that.

Now that this prolonged crisis seems to start recessing and evidence shows that an ascending course is achieved and even stabilizing in that trajectory, this research aims to investigate what happened to teachers in this crisis and the aftermath of it in parallel to how they feel within their line of work. In particular it aims to explore the existence of a relationship of the changes teachers had to go through and their effect to them, to the feelings of job satisfaction they currently exhibit. Not only that but this research aims to examine if there is also any relationship or even role with respect to the personality characteristics a teacher possesses and their demographics, as the way we experience things can be differently perceived based on who we are. Additionally, we aim to examine the aforementioned relationships (if any) in teachers of different educational levels (i.e. kindergarten teachers to university professors) in order to have a varied sample that will help us get a wider view of the phenomenon. Job satisfaction is a board and elaborate concept that is manifested in employees of all sectors; it reflects how an employee feels relevant to his/her work and



general employment context. As education is a very important sector, in the sense that it is responsible for preparing and educating the next line of responsible citizens of a country, this line of work in Greece can be considered important and therefore, merits to be examined. Crisis changed a lot in Greece on many dimensions (e.g. Social, Economic etc.), therefore if teachers are not satisfied with their work, this needs to be identified and addressed in an urgent manner as the implications can have a cascading effect in the future. The reason for that would be that if a teacher is not satisfied by his work, the output will not be of the same quality as it would be in the case he/she was satisfied, having in turn an effect on the students formal education.

This research aims to examine Job Satisfaction and although it is a general term encompassing feelings of completeness, the case is that it is not experienced the same by all people. Different people are satisfied with different aspects of their work or even value the different aspects unequally and differently from one another. A factor that could play a role in this different feeling can stem from the individuals' demographic and contextual characteristics and their personality. The personality of an individual (e.g. a teacher) in particular is found to be a differentiating factor due to the capacity it has to shape ones' perspectives of job satisfaction and work engagement (Duffy & Lent, 2009; Lent et al., 2011) something that was also found applicable to teachers in particular through the results of previous research efforts in the field (Kokkinos, 2007). Furthermore, it was also found that not all personality characteristics play a positive role in the job satisfaction perceptions. Some personality traits affect job satisfaction in a positive way (i.e. conscientiousness and agreeableness) and others pose a threat to it (i.e. neuroticism) as suggested by Judge et al. (2002). Building on the aforementioned and in parallel with examining the effect of the crisis results on the feeling of Job Satisfaction, this research aims to also take under consideration the personality traits of teachers. Moreover, as the personality of an individual may play a role in his/her view of Job Satisfaction, other personal and contextual characteristics may have a similar effect such as gender, age and years of employment among others. These types of demographical characteristics can play a role in the teachers' position and level of responsibilities (e.g. based on the educational level they teach or the years of employment) (Bentea and Anghelache, 2012). There exist for example research studies that examine the role of gender in perceptions of job satisfaction. Hodson (1989) and Oshagbemi (2000), reported higher levels of job satisfaction on women, comparing to man (Chapman and Lowther, 1982), or women being less satisfied with their income compared to men (Bishay, 1996) both being different aspects of job satisfaction.

Job Satisfaction in the educational sector in particular has been studied by scholars and has been found to be highly important. Ho & Au (2016) in their research efforts, identified that if the levels of teachers' job satisfaction is high, they are in turn led to fulfilling the posed educational goals. Thus, it is understandable that having teachers satisfied is very important in terms of achieving their role in class. Not only that, but job satisfaction correlates with higher levels of job performance (Judge et al., 2001) and with work-related self-efficacy (Klassen & Chiu, 2010). Teachers' self-efficacy helps them maintain their levels of job satisfaction and as such, teachers with low self-efficacy present low levels of job satisfaction (Klassen et al., 2009). The aforementioned correlation which confirms that high levels of self-efficacy lead to higher levels of job satisfaction has been found between Canadian (Collie et al., 2012), American (Duffy & Lent, 2009; Klassen et al., 2009), Emirati (Bardi et al., 2013) and Norwegian (Skaalvik & Skaalvik, 2014) teachers as well as teachers of different education levels(i.e elementary, middle and high schools) (Klassen et al., 2009). These kind of high levels of job satisfaction lead the educators to step up their performance (Gencturk, 2008) and research studies indicate that it is possible to shape in turn the motivation and achievement of students (Tschannen-Moran et al., 1998; Klassen & Tze, 2014). This highlights the crucial role that teacher job satisfaction plays in education. However, crisis in the recent years may have had a strong effect on teachers like on all people of different professions. This research aims to identify and correlate the effects of the economic crisis, the personal characteristics and the personality factors to the teachers' perceptions of job satisfaction in Greece in the past years.

The rest of the thesis is structured as follows: Chapter 2 highlights the Goals of the research and presents the Research Questions, Chapter 3 presents the literature review and the formulated research hypotheses, Chapter 4 presents the Methodology, Chapter 5 showcases the results of the conducted survey and Chapter 6 discusses the findings. The thesis concludes with Chapter 7 which presents the limitations and directions of future research.

## 2. Goals and Research Questions

**“What is the role of crisis, personality and demographics in Job Satisfaction?”.**

The aforementioned question and its potential answer summarizes the initial motivation behind this Thesis. Driven by that, this research has developed to have several goals. Starting from a wide survey of the literature this research aims to identify the role and possible correlations that exist between Job Satisfaction, ones' personality characteristics, their demographics and the crisis effects on teachers. As such, we aim to identify previous work and thus inform our own research on what is interesting to be examined in the context of the Greek Crisis and its effects. Following this first step the goals of this research is to examine for any given relation between the crisis Greece went through as a country (and its effect on an individual level, individuals being the teachers) to their perceptions of Job Satisfaction. Additionally, we aim to explore if personality plays a role and if their demographics play a role. Therefore, and building on the main goals of our research, we proceed to illustrate our objectives through the formulated research questions of the present research:

1. **RQ1:** Is the aftermath of the crisis (in terms of socio-economic status mobility) related to the teachers' perceptions of Job Satisfaction?
2. **RQ2:** Do teachers' Personality Traits impact teachers' job satisfaction?
3. **RQ3:** Do teachers' personal and contextual characteristics impact teachers' job satisfaction?

## 3. Literature Review

In order to explore the effect the economic crisis had on an individual level, and its possible impact on teachers' feelings of job satisfaction as employees of the public sector, initially the literature is surveyed with the goal to identify the effect of the economic crisis on teachers in Greece. Following that, previous work on Job Satisfaction across sectors as well as in education is examined to identify what constitutes Job Satisfaction, how it is developed or hindered and lastly what is the role (if any) of personality characteristics and as demographics in shaping these perceptions of Job Satisfaction.

### 3.1 Crisis in Greece

An economic crisis could be considered as an unusual effect that impacts existing structures in the economic and societal fabrics of countries and brings high levels of uncertainty, whilst putting pressure on the decision making processes (Giannacourou et al., 2015). An economic crisis can have severe socio-economic impacts as well as political consequences. Major impacts are a high rise of commodity bills such as electricity, housing costs, cutting down of employee wages of the public and private sector, cutting down of pension payments and delaying social benefits (Ghellab and Papadakis, 2011). An economic crisis can cause severe cuts in monetary compensations, public expenditure and social security spending (Argyrou and Tsoukalas, 2011) and have an important negative effect in all kinds of businesses (OECD, 2009), leading to an understandable negative impact on working conditions as well (Halkos and Bousinakis, 2016). A shock imposed by a prolonged economic crisis could be characterized even as a multidimensional catastrophe. When it comes to the fundamental building block of economy, that of an organization, an economic crisis can be a threat to the goals each organization has previously set and aims to achieve (Seeger et al. 1998) through their strategic planning. According to Venette (2003), a crisis is a process where there is the need for organizational introduction of new systems of operation due to suddenly imposed changes. During those changes, decisions need to be made based on both internal and external factors; internal that are related to the organizational structure, its operations, management and individual employees but also external factors, like the turbulent environment and its uncertainty, which only seem to worsen in periods of crisis affecting everyone as well as government regulations and policies (Porter, 1980). Each crisis may be unique, but every crisis consists of four distinct phases (Darling et al., 2005): prodromal crisis stage, acute crisis stage, chronic crisis stage and crisis resolution state. Greece went through all the aforementioned stages in the period from 2008 to 2020, peaking at 2011.

Going from the effect the crisis may have in a purely organizational setting to the setting of the present research (teachers and education), we observe that crisis had a significant effect in the education sector similar to every other sector in Greece. First and foremost, we can see from the OECD data (2017) that Greece is in the sixth position from the end in terms of teachers' monetary compensation. A teacher in primary education with at least fifteen years of experience received an annual monetary compensation of \$26.000 (~€24.000), where a teacher in Luxemburg, being in the first position receives €100.000 per year as can be seen in Figure 1. Lithuania on the other hand being in the last position of the

monetary chart shows that a teacher of primary education gets compensated with €20.000 per year.

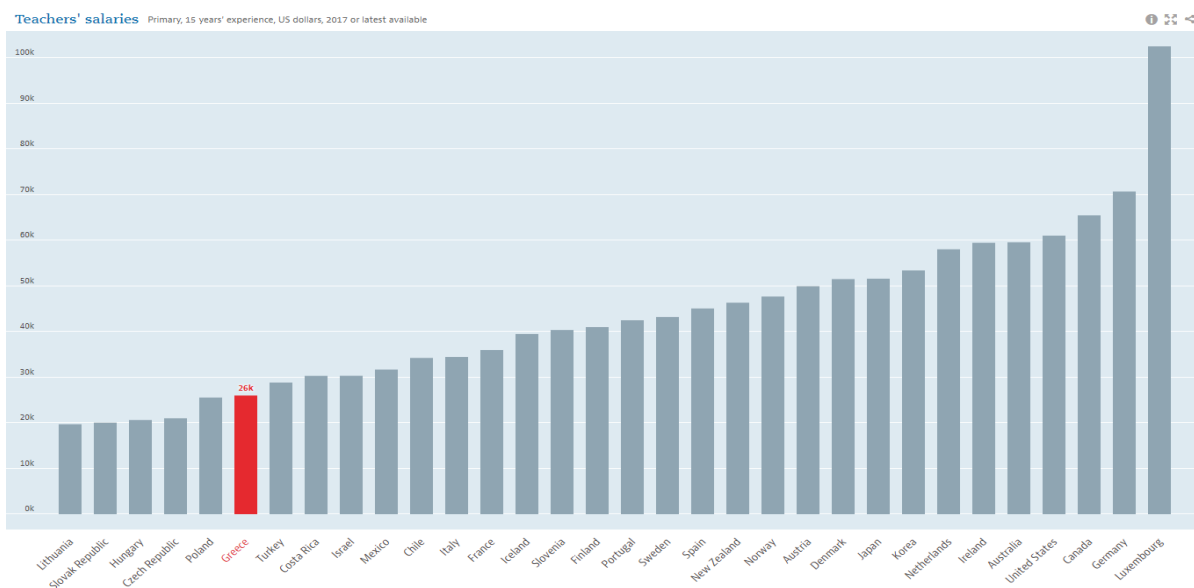


Figure 1 Teachers' Salaries OECD 2017

During the Greek crisis, starting from 2009 all the way to 2013 (with 2011 being the peak of the crisis) a reduction of the annual salaries of teachers was observed, ranging from 44,54% for newly appointed teachers and 22,41% reduction to teachers with 33 years of service as can be seen in the following figure.

	ΕΤΗΣΙΕΣ ΑΠΟΔΟΧΕΣ 2009 (ΠΡΙΝ ΤΟ ΜΝΗΜΟΝΙΟ)		ΕΤΗΣΙΕΣ ΑΠΟΔΟΧΕΣ ΝΟΕΜΒΡΙΟΥ 2011 ΜΕ ΝΕΟ ΜΙΣΘΟΛΟΓΙΟ		ΕΤΗΣΙΕΣ ΑΠΟΔΟΧΕΣ ΜΕΤΑ ΤΟ ΜΝΗΜΟΝΙΟ 3 (2013)		ΜΕΙΩΣΗ ΕΙΣΟΔΗΜΑΤΟΣ (ΚΑΘΑΡΟΥ) ΑΠΟ 2009 ΕΩΣ 2013	ΠΟΣΟΣΤΙΑΙΑ ΕΙΣΟΔΗΜΑΤΟΣ ΑΠΟ 2009 ΕΩΣ 2013	
	Συνολικές Αποδοχές	Καθαρές αποδοχές	Συνολικές Αποδοχές	Καθαρές αποδοχές	Συνολικές Αποδοχές	Καθαρές αποδοχές			
<b>ΝΕΟΔΙΟΡΙΣΤΟΣ</b>	<b>20.521</b>	<b>14.783</b>	<b>14.104</b>	<b>8.998</b>	<b>13.104,00</b>	<b>8.197,79</b>	<b>6.584,90</b>	<b>44,54%</b>	
2 χρόνια υπηρεσία	Αγαμος	21.080,92	15.867,73	14.104,00	9.792,50	13.104,00	8.992,50	6.875,23	43,33%
	Έγγαμος με 2 παιδιά	21.932,92	16.891,81	14.944,00	10.821,49	13.944,00	10.021,49	6.870,32	40,67%
18 χρόνια υπηρεσία	Αγαμος	25.560,92	19.140,73	20.440,00	14.762,47	19.440,00	13.962,47	5.178,26	27,05%
	Έγγαμος με 2 παιδιά	26.412,92	20.239,79	21.280,00	15.806,29	20.280,00	15.006,29	5.233,50	25,86%
33 χρόνια υπηρεσία	Αγαμος	30.054,92	21.889,34	25.276,00	17.784,03	24.276,00	16.984,03	4.905,31	22,41%
	Έγγαμος με 2 παιδιά	30.906,92	22.985,40	26.596,00	19.045,51	25.596,00	18.245,51	4.739,89	20,62%

Figure 2 Annual compensation of teachers 2009, 2011, 2013 (Source: KE.ME.TE of OLME, Dec 2012)

It is evident that not only the monetary compensations' for teachers in Greece have been reduced significantly, but they are also at very low levels way below the average salaries. In particular during the peak of the Greek economic crisis (in 2011) we observe two highly important changes: (a) The annual salaries received a significant cut down (e.g. for the newly appointed teachers going from ~€20.000 to ~€13.000 in the period 2009-2013) and (b) The annual salaries cutdowns also placed Greece to the third from last position across the EU countries which is way below the average of EU (as can be seen in the following figure).

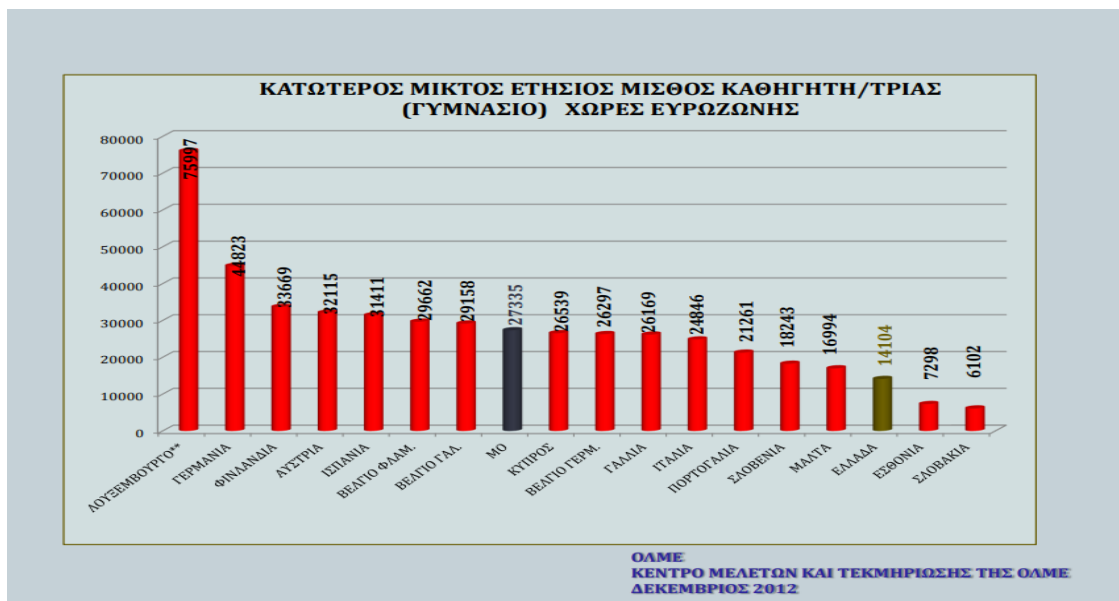


Figure 3 Greece relative position on annual compensation of a newly appointed teacher 2011

(Source: KE.ME.TE of OLME, Dec 2012)

The salaries previously presented, reflect the salaries of the category of permanent teachers in the primary education as an example, however they are not the only ones that were reduced. The same stands true for all levels of education in relation to teachers holding a permanent post in schools. However, besides the teachers that hold a permanent post there are also substitute teachers who are at the beginning of their careers and in their case the salaries are much lower than the salaries of permanent teachers. In Greece, the educational system is characterized by immense state control and is highly centralized. Education in kindergarten, primary school and high-school is free and obligatory, Lyceum is free as well and teachers (permanent) are civil servants with tenure in their majority occupying established posts in specific schools. Additional to the permanent teachers there is also support by substitute teachers. These teachers fill the educational needs (usually in remote

areas and schools) in year-long placements and in parallel to their wage they also receive priority points based on overall substitute employment time in order to become permanent themselves after years of service. In Greece an individual that is trained in the university to become a teacher looks forward to securing a permanent position in the educational system and the ultimate goal for them is a position in a school. Individuals prefer to become teachers in public schools for the employment stability and security a permanent position offers, as a job in a public school can be characterized mainly by its' permanency (Liagouraras et al., 2003; Psacharopoulos & Papakonstantinou, 2005; Saiti and Prokopiadou, 2008). Although the permanency of the teacher position seemed as a prominent course of employment direction due to the employment safety it offers, that viewpoint was changed in the past years. During the economic crisis, the Greek government took measures to reduce the results of crisis that had an impact on teachers as well. These measures included a vast horizontal reduction of budget directed for public expenses leading to horizontal pay cuts.

Different laws passed at the time of the crisis which forced those budget cuts and the respective reduction in the income of teachers. For example, the Greek law 4024/2011 (2011) enforced an income reduction for educators at the range of 25% percent of their compensation till that time effective immediately. Not only that but also, the Greek government in an attempt to restore the public sector, proposed, voted for and put to effect the Greek Laws 4172/2013 and 4174/2013 and suspended teachers in secondary education with specialized subjects. Last but not least and in order to meet the need for teachers under Greek law 4152/2013 (2013), the government imposed an extension of the teaching hours to twenty-three per week (maximum teaching hours per week based to the total years of teaching experience). As a result of the combination of the aforementioned laws at the time of crisis (a) teachers received less monetary compensation while (b) their work effort increased significantly and there were cases where teachers could not even fill in the hours they had to work in a week to receive their full compensation. Suddenly, in Greece the stress of uncertainty imposed by the new laws in the working conditions of being and becoming a teacher became apparent. For permanent teachers the change in the working conditions and salary and for substitute teachers the uncertainty relevant to the prospects for a career, as defined by Mullins (2007), led to a change in the outlook a teacher can have about his/her career. Not offering certainty in relation to work in turn could affect ones' perceptions of job satisfaction (Saiti, & Papadopoulos, 2015).

Not only that, but as crisis presented a setback in the salaries of teachers this in turn and always in relation to other parameters (e.g. financial obligations of individuals, growth of

monthly expenditures etc.) eventually may have led to (or can lead in the near future) to a change of the socioeconomic stratum. This change observed had a downward trajectory meaning that people (or families) belonging in the medium socio-economic layer after the crisis went to the medium-low layer and that applies similarly to all layers' mobility. Previously Greece had an important and quite wide middle class where individuals and families could see themselves in if they had a stable job and no prior obligations. However, the economic crisis Greece underwent and the changes we had to go through in terms of the reforms, has led Greece's middle economic class to face tough challenges and shrink in size. The news reported that changes occurred where previously upper-middle class became middle-class and previously middle class became middle-low class. This change was even worst at the lower classes where the people or families being at the lower classes may have problems that would lead them to become poor.

### 3.2 Job Satisfaction and its Facets

Crisis has played a tremendous role in Greece in the past decade. People lost their jobs, business owners saw their businesses face financial problems or not be able to secure a bank loan and in many cases go bankrupt and public employees saw their wages decrease horizontally. In these tough times work itself changed and alongside it, so did the feelings of employees. The goal of this research is to explore what happened to those feelings of job satisfaction, as crisis went on for teachers. As such, we need to thoroughly examine the very nature of Job Satisfaction itself.

Although Job Satisfaction is a broad concept it is also a complex one, as it can have different meanings to different people (Mullins, 2005), Job Satisfaction has been examined through different academic lenses and schools of thought. Poter et al. (1975) described job satisfaction as the reaction of a person towards his/her work. That reaction was later on explored by Davis et al. (1985) who suggested that Job Satisfaction adheres to the positive or negative feelings workers may develop and have in relation to their work. Armstrong (2006) claimed that job satisfaction is a bit broader than a feeling, including also the attitudes toward the work itself whereas George et al. (2008) extended the notion to also include beliefs about ones' work to the feelings he/she has towards it. Another view of job satisfaction by Brief (1998) sets it as a "working experience" which can be examined and measured. We can see from the above definitions of what constitutes Job Satisfaction that it encompasses a feeling or a state of emotion as Weiss (2002) describes it, that has to do with the job itself as a whole



or part of it. The question then is transformed into how feeling satisfaction towards the job is cultivated and how can it be fostered. Locke's definition (1976, p. 130) referred to job satisfaction as "... a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". We can see that although there have been different definitions proposed in the literature, the majority identifies that job satisfaction is differently perceived by the individuals and thus their own perceptions and background will have an effect in parallel to their line of work. In relation to Job Satisfaction, previous research identified that it is formulated (and is manifested) by different facets. These identified facets of the work that play a role are: The Work itself, Pay related to work conducted, Possibility of promotion in the workplace, the Supervision of the employee, the Working conditions and lastly the Effect of the organization as a whole (Koustelios, 1991; Koustelios and Bagiatis, 1997). These are also the facets which will be analyzed in the following sections. As presented in the previous sections, crisis had an important negative economic (at least) effect on individuals (in this research's case teachers) as it caused them to have reduced income and harder living conditions compared to the times prior to the crisis. We hypothesize that this setback and these changes will have a negative effect on their overall Job Satisfaction.

### **H1: Crisis and its results, will lead to lower teachers' perceptions of Job Satisfaction.**

Although Job Satisfaction can be considered as a whole when it comes to ones' feelings relative to their job, it needs to be further segmented to the different aspects that formulate it. In the course of our research we identified that the major aspects (or facets) of work that in unison formulate Job Satisfaction is the Work itself, the Payment which relates to ones work, the Promotion potential in the workplace, the Supervision of the employee, the Working conditions and lastly the effect of the organization as a whole. The following chapters present the literature review of the different facets of Job Satisfaction.

#### **3.2.1 Job Satisfaction and Pay (monetary compensation)**

It is understandable that the salary an individual receives for the effort he/she puts in everyday is a very strong motivator in several aspects. Initially our income enables us to continue living in a respectable manner and maintain a sense of security, pay our obligations even invest in our future. And as the income we receive derives from our work, if it is appropriate in our mind it will make us feel satisfied with our work. Thus, income in general

can positively affect job satisfaction which is consistent also with previous research results (Tang et al., 1992; Malka and Chatman, 2003).

When one receives an amount of money as payment for their work that he/she believes is worthy of their effort it would positively affect his/her feelings towards his/her work. This is also dependent on the actual amount of money received as a salary (Beutell et al., 1999). Therefore, it is understandable that ones' compensation relates to ones' perceptions of Job Satisfaction. Besides, (a) getting paid for your work and (b) the amount you are getting paid for your work a third factor that plays a role to the employees' perceptions relate to how their compensation relates to other coworkers at between different payment levels and the different positions. Not only that but also an employee compares the effort invested by him/her and others as previous studies found that Job satisfaction correlates with the different wages among co-workers of the same company (Salimaki et al., 2009), and moreover unfair incentives can cause a drop on job satisfaction levels (Tremblay, 2000). In Greece during the time of the crisis as previously shown, although teachers in permanent posts did not fear to lose their job, their salaries were greatly cut back at different percentage relevant to their years of employment and all the way up to 40%. This vast and sudden change in ones' salary may lead to having issues dealing with his/her obligations in financial terms always (e.g. pay rent, utilities etc.) and therefore it can potentially impact their feelings and perceptions towards job satisfaction. Therefore, we hypothesize that:

**H1a: Crisis and its results, will lead to lower teachers' perceptions of Pay related Job Satisfaction**

### **3.2.2 Job Satisfaction and Supervision**

In any organization the role of the supervisor is a very important role when it comes to the employees under his/her management, as this position has the role to oversee the functions of the organization and the employees at his/her command. A supervisor provides information and feedback to the employees (Durham et al., 1997) and clarifies the work goals (House and Mitchell, 1974) as well as coordinates and supports the whole work process, ultimately having an effect on the job satisfaction of employees (Yukl, 1989). That set of responsibilities when conducted appropriately, has been found to have a positive effect on employees' job satisfaction (Griffin et al., 2001). Furthermore, there is a correlation between the supervisors' ability to support his / her subordinates and the job autonomy that he/she

enables them to have, which can result in a positive impact on perceptions of job satisfaction (Griffin et al., 2001). Job autonomy in turn is directly related to job enrichments (Hackman and Oldam, 1980; Neuman et al., 1989) which play an important role to the feelings of employees. Job enrichments give a sense of autonomy as subordinates have a feeling that they have a choice how they can perform their day-to-day work related activities (Griffin et al., 2001) be it alone or while collaborating with other fellow employees at a team setting (Wall et al., 1986). Having seen the way that a supervisor's actions can play a positive role in employees' job satisfaction there is also the case that a supervisor via his/her course of management and direction can have the exact opposite effect. For example, a negative effect on job satisfaction can derive from supervisors not accepting or acknowledging the effort given by the employees or by not acknowledging their overall work outcomes or work performance (Elangovan and Lin Xie, 2000). Another example comes from Podsakoff and Schriesheim (1985) who found that high demands and excessive authoritarian power can have an also similar negative effect on the feelings of the employees.

Both during regular operations as well as operations undertimes of crisis, a supervisor is a leader and as such he/she possesses several social powers in relation to other employees. French and Raven (1959) separate those social powers in five different categories being reward, coercive, legitimate, expert and referent. These five leader power aspects and in turn the degree to which each supervisor has them, relates with the employees' satisfaction with supervisor (Busch, 1980; Fiorelli, 1988). Reward, legitimacy and referent power have a positive effect to the satisfaction of subordinates and on the other hand coerciveness has a negative effect to satisfaction (Hinkin and Schriesheim, 1989). The research of Elangovan and Lin Xie (2000) revealed the same results: legitimacy, reward, and expert power of the supervisor had positive effects toward subordinates' satisfaction and coerciveness of the supervisor had a negative result on subordinates' satisfaction levels. Previous research shows that the behavior of the supervisor has an effect on employees Job Satisfaction both in a positive and negative manner. However, teaching is different than other lines of work in the connection between the supervisor and the employee. In teaching the supervisor (usually being the principal) and the employee (being the teacher) have a direct and daily connection with the same goal to enable a smooth operation of the school and achievement of the educational activities and both have a vested interest in maintaining good relationships, especially in permanent posts as they will (at most cases) be working together till retirement. Additionally, as previous research by Koustelios (2001) indicates, for teachers in Greece their

Job Satisfaction was met also by their supervisors and their relationships. At the time of crisis and given that both supervisors and employees in our case are both effected similarly, we hypothesize that post-crisis the job-satisfaction of teachers with respect to the supervisor will not be negatively affected and even more so it will be strengthened.

**H1b: Crisis and its results, will lead to higher teachers' perceptions of Supervision related Job Satisfaction.**

### **3.2.3 Job Satisfaction and Promotion Potential**

Another important dimension that relates to job satisfaction is the opportunities given to employees for promotion i.e. empowerment advancement (Castillo and Cano, 2004). When an employee performs well and learns the job he/she can be given the opportunity to advance and in turn be transferred to a higher-ranking position within the organization. This advancement is followed by higher responsibilities and obligations (Dessler, 2008) on the one hand and higher levels of authority and entitlement rights (Fathoni, 2006) on the other. Promoting an employee at higher ranks in an organization leads to higher employee - organization bonds and this is one of the beneficial outcomes of the potential for promotion (Doeringer & Piore, 1971). Additionally, promoting an employee is also a form of recognition to the employees' talents and for those talents they are placed in a higher position (Rosen, 1982). The opportunity for promotion can be a very important aspect to any employees' lives, especially at times that a country suffers from an economic crisis, for example due to the fact that a promotion will also lead to increased salary (Brown, 2001). On the other hand, when an organization doesn't offer any possibility for advancement, or when employees are dissatisfied with the offered advancement opportunities they tend to quit (Shields and Ward, 2001). In relation to advancing in the line of work and the respective benefits that follow (e.g. higher monetary compensation) previous work has also shown that it is so important that Clark & Oswald (1996) suggested that high levels of job satisfaction are exhibited when a raise comes from a promotion.

Teachers in their line of work and always in relation to how the educational system is structured, have different opportunities for advancement (private vs public schools, primary vs higher education) or no opportunities at all (e.g. substitute teachers). A correlation has been identified between job satisfaction levels and propensity to quit among teachers (Bobbitt, Leich, 1994), according to advancement opportunities (Evans, 1998). Similarly, in

the research of Koustelios (2001) and Oshagbemi (1999) results indicated that teachers appear to be satisfied with the supervisor and work itself and the environment of work but highly dissatisfied with monetary compensation and promotion. Based on the peculiarities of the Greek educational system and structure relevant to difficulties in advancing when being a teacher we formulate the following hypothesis:

**H1c: Crisis and its results, will lead to lower teachers' perceptions of Promotion related Job Satisfaction.**

### **3.2.4 Job Satisfaction, the Organization and Working Conditions**

Another important dimension that can play a role in the formation of feelings relative to job satisfaction adheres to the role each organization plays. In our case, teachers can be employed at different schools and educational units starting with kindergarten all the way up to the university. Educational Levels in Greece are: Pre-school education, Primary and Secondary education, Secondary technical education, Institutes of vocational training, Higher education referring to universities or technological educational institutes. Each kindergarten / school / university when we see it as an organization it consists of the teachers, administrative staff, principals, students, parents of students, the processes for educational activities etc. all of which form an archetype of an organization having differences with other organizations (like a retail store chain or a court of law). Not only that but across all educational organizations, each educational organization in practice although operates under the same (or similar) rules, is still different from one another in the sense that each educational organization / school / university is a living breathing system where the ones involved (e.g. teachers and students) continuously interact supported by the administrative staff and the economical means. As a living breathing organization, when considering each school as a system it is expected that it can create both positive and negative feelings of job satisfaction due to the workplace environment it eventually fosters.

The workplace environment is one of the six factors that is found to play a role to employees' feelings of job satisfaction (Koustelios, 1991; Koustelios and Bagiatis, 1997), as well as their productivity (Kafui Agbozo et al. 2017). The reason that the workplace environment can play such role in job satisfaction levels is because it encompasses several aspects and factors. The workplace environment includes the physical scenery, the fundamentals of the job, the business features and the business background all of which have the potential to affect the prosperity of employees (Ruchi and Surider 2014) during their

working time. An attractive and supportive working environment can help maintain and develop positive feelings relevant to the job satisfaction of employees (Kafui Agbozo et al. 2017) and it can be divided in three categories.

The first category is the actual physical environment that includes all the physical elements and processes in the workplace like the building itself, the temperature of the building and ventilation, the internal and external noise, the interior and infrastructure of the inside and the amenities it provides (Kafui Agbozo et al. 2017; Banbury and Berry, 1998; Sundstrom and Sundstrom 1986). The second category is the psychosocial work environment that relates to employee feelings for colleagues and has been found that when there is a significant change in the existing relationships (through reception of benefits, rewards, existing competition etc.) both satisfaction and productivity are affected (Mohamed, 2005). Lastly the third category refers to the social work environment and is about the communication and relationships that develop between employees and supervisors as well as employees among each other (Kafui Agbozo et al. 2017; Ruchi and Surider 2014). Although the work environment is multidimensional and plays a very important role in employees' job satisfaction, many organizations fail to recognize that and this failure results in moderate levels of job satisfaction compared to others that do recognize that (Aiken et al., 2002). If an organization wants to increase employees' job satisfaction levels, it can introduce processes that aim to improve the attributes of the physical work environment (Buhai et al., 2008) (e.g. improve hygiene factors (Herzberg et al., 1959)), optimize the processes or provide external rewards and benefits.

The working conditions within the workplace environment can affect one's perceptions of job satisfaction. However, the recent economic crisis in Greece led to the horizontal cutting of expenditure in all public spending, one of which was the expenditure for schools. There were reports that in some cases there was not enough money to (a) procure petrol to use in order to heat the classrooms or (b) buy the necessary equipment for teaching like whiteboard markers and teachers had to pay on their own in order to have the items they needed. It is evident that at any of the three aforementioned levels things did not go well and if anything they declined. As they are related to the physical part of the school system its operations would surely be hindered. However, although there are exhibited problems with what the teachers' have in their disposal to work with, at times of crisis interpersonal

relationships between the teachers should be stronger as they are in it together. Therefore, with respect to the Working Environment we hypothesize that:

**H1d. Crisis and its results, will lead to lower teachers' perceptions of Work Environment Operations related Job Satisfaction.**

**H1e. Crisis and its results, will lead to higher teachers' perceptions of Work Environment Organizational Communication related Job Satisfaction.**

**H1f. Crisis and its results, will lead to higher teachers' perceptions of Work Environment Benefits related Job Satisfaction.**

**H1g. Crisis and its results, will lead to higher teachers' perceptions of Work Environment Contingent Rewards related Job Satisfaction.**

**H1h. Crisis and its results, will lead to higher teachers' perceptions of Work Environment Co-workers related Job Satisfaction.**

### **3.2.5 Job Satisfaction and the nature of Work**

Koustelios (2001) identifies “the job itself” as a factor being among the dimensions of job satisfaction. It is a broad concept that includes within it the feelings one has for the very nature of the job he/she is in and the benefits and difficulties it presents in physical or psychological terms for example. The emotions that “the job itself” creates can be dichotomized into positive and negative (Csikszentmihalyi & Larson, 1987; Diener, 1999; Larson et al., 1990; Torquati & Raffaelli, 2004; Watson & Clark, 1988; Watson & Tellegen, 1985). Positive emotions include satisfaction, joy, pride and excitement and negative emotions include anger, anxiety, sadness and frustration (Hargreaves, 1998; Kristjansson, 2007; Sutton & Wheatley, 2003). Cross and Hong (2012) who examined the emotions of primary teachers in United States found that these teachers received positive emotions from students while working with them. They also revealed that teachers' emotions can be influenced by their own psychological traits as expected and the overall school conditions. In another research among Portuguese teachers (primary and secondary), researchers found that emotions such as satisfaction, joy and zest affiliated with the engagement they (teachers) had with students (Bahia et al., 2013) in their line of work. However, teaching does not only relate to positive feelings and emotions.

Teaching has also been identified as an occupation that involves high levels of stress (Johnson et al., 2005; McIntyre et al., 2017) and at cases it can lead to higher rates of burnout (Byrne, 1999; Farber, 1991; Unterbrink et al., 2007). It is such a demanding line of work that it has been reported that about 40% of teachers might leave their occupation in the first five years (Borman & Dowling, 2008). Furthermore it was identified that the amount of stress teachers experience could interplay badly with their physical and psychological health (Brown, 2012; Travers & Cooper, 1996; Zurlo et al., 2010) as in their line of work, teachers face emotional disturbances, and even threats to their sense of identity or self (Cowie, 2011). Not only that, but among the reasons causing high stress levels to teachers, we could add the fact that they have a preset and strict deadline to teach a lot of information to their students and except teaching they have administrative duties as well; thus their program is fully loaded (Travers & Coopers, 1996) with responsibilities. They have a great responsibility to their students in the sense that they are responsible for teaching them, evaluating them and eventually making decisions both for them and themselves with the potential for consequences (Kyriacou, 2001). As we saw, teaching involves both positive and negative feelings derived from the work itself however in Greece and at times of crisis as teachers are found to have their Job Satisfaction met by the Job Itself (Koustelios, 2001; Oshagbemi, 1999) we hypothesize:

**H1i. Crisis and its results, will lead to higher teachers' perceptions to the Work Itself related Job Satisfaction.**

We have seen that Job Satisfaction is a sensitive matter that although should be always cultivated it is also very fragile and dependent of the circumstances surrounding it. We believe that crisis and its effects have played a very important role in Greece and as such we aim to examine if being heavily struck by crisis in the end has had an effect on their perceptions relevant to their work.

### 3.3 Job Satisfaction and Personality Characteristics

Job Satisfaction is an elaborate concept that describes the feelings one can develop and have towards his/her work, however not all people develop feelings based solely on what happens around them but also on how they make sense of it or how they view it through their own selves. In this chapter we will explore the role of personality on job satisfaction. Each personality is a mixture of different characteristics that form our experiences, enable us to



form relationships and maintain balances and communicate with others. Our personality reflects our psychological traits which can be found consistently through time accounting for our behavior and eventually creating a combination that indicates who we are and also our emotional, behavioral and cognitive forms (Mount et al., 2005)

Although a personality is a broad concept (like job satisfaction), and different methods of study have been proposed, one that is widely accepted introduces a specific categorization that consists of five orthogonal key characteristics; extroversion, adaptability, self-control, neuroticism and openness to new experience. These characteristics or factors can be utilized to identify the key structures of personality traits one possesses (Cook, 2005) in an inclusive manner. This means that all individuals possess these factors however at different degrees (Merz & Roesch, 2011). Previous research efforts have highlighted that aspects of personality can affect the perceptions of job satisfaction in a positive or negative manner as these “core evaluations” of self, relate to job satisfaction (Judge et al., 1997). As core evaluations Judge et al. (1997) defined the evaluation someone does to him-/herself about him-/herself in relation to what they evaluate they are worth. Four traits are included in core self-evaluation, such as: self-esteem, self-efficacy, locus of control and low neuroticism. Judge et al. (1998) identified for example that people with positive self-evaluations were more likely to exhibit higher levels of job satisfaction than others with lower positive self-evaluations. The correlation of job satisfaction and the environment and personality type of individuals and the compatibility between these pairs (Job Satisfaction – Environment and Job Satisfaction and Personality types) is also supported by Mount and Muchinsky (1978). Furthermore Loher et al. (1985) and Judge et al. (2002) found in their research efforts that both job characteristics and personality types interplay with job satisfaction. Judge et al. (2000) suggested that Personality and Job Satisfaction are very significantly related and there is an interplay between them. A theoretical explanation of the interplay of job satisfaction and personality stems from the person-environment fit relationship; The better one fits with the work environment he is employed at, the higher the levels of job satisfaction he/she will have as well as their overall well-being (Kristof-Brown & Guay, 2011; Verquer et al. 2003). This environmental “fit” happens in the case that they operate in environments (e.g. work) that are compatible with them as individuals always relating to their personalities (Kristof-Brown et al. 2005; Schneider, 1987). It is very important to mention Holland (1997) who found that people with same personality seem to develop similar interests and follow the same direction to work that matches with these interests and in that way personality-homogeneous

environments are created in terms of lines of work. Based on these theories, Schneider's (1987) and Holland's (1997) models proposed that individuals select their environment based on the personality they have and in turn some environments end up being homogenous (with people of similar or compatible personalities) and as such they eventually provide a better fit than others for each new individual who is about to enter the environment. All aforementioned research efforts highlight the connection that personality and job satisfaction have as well as how an individual's personality can affect their work perceptions. As such and in the course of this exploration, we need to also examine the effect that key personality characteristics affect their perceptions of job satisfaction. In order to do so, we can utilize the key factors of the personality of an individual being his/her neuroticism, extraversion, openness, agreeableness and conscientiousness (Costa & McCrae, 1995; Digman, 1990; Goldberg, 1990; John & Srivastava, 1999). These personality traits found in all of us, are considered key in the formation of someone's overall personality and the follow-up display of behavior. In the following we will present the foundations behind the key factors that form the personality of individuals.

**Neuroticism** is described as a factor that is responsible for causing emotional instability in a person (Djigic et al., 2013). When individuals are not able to maintain their emotional stability, they often find themselves unable to maintain their calmness in difficult situations (Soto, 2018) on various contexts (including work) and become filled with feelings of sadness, fear, guilt, anxiety or rage (Djigic et al., 2013). Individuals with high neuroticism do not get along well with others and their well-being or psychosocial health exhibits problems. Another thing about people with tendencies for neuroticism is that they will be overrun by low levels of satisfaction in their lives, in general, as well as low levels of satisfaction in other aspects in their life, such as their job or their relationships with other people (Soto, 2018). Furthermore, neuroticism has been linked with lower performance on how you choose to respond to a given task (Luu et al., 2000) which can hinder their everyday obligations in all aspects of their lives including work. Lastly an additional negative outcome found to individuals that have higher tendencies to neuroticism is that they are more easily facing feelings of burnout (Kokkinos, 2007).

Another important personality factor is **Extraversion**. Extraversion is more related to sociability and activity. If a person is an extravert then he/she could be more talkative, active, friendly, energetic, optimistic, cheerful or outgoing (Djigic et al., 2013); in contrast to

introverted people who are presented as socially and emotionally reserved (Soto, 2018). Extraverted people due to their colorful personality and outgoing character have a very active social life, which includes lots of friend and acquaintances. These people look like they would perform better in social and corporate jobs, and since they are social beings, they will possibly have the tendency to go after leadership roles in the community. These people also do well when it comes to their well-being -on the contrary to the individuals that are more introverts- and that results from their positive emotions (Soto, 2018).

Another very important aspect of someone's personality relates to his/her **Openness to new experiences** which as a trait has to do with aspects that drive people to curiosity, diversity, need for change, experimentation, new ideas and non-conventional values. These kinds of people are who we describe as open-minded (Djigic et al., 2013), sensitive to art and beauty (Soto, 2018) and they tend to question things (i.e. authority) (Djigic et al., 2013). The individuals that have tendencies to be more open for new experiences select occupations that have to do with science or art. As they also question a lot of society's' values, they appear to be liberated from political and social ideas. People with high levels of openness appear also to achieve high scores in creativity and intelligence (Soto, 2018) leading to higher performances on IQ tests (McCrae, 1993; Moutafi et al., 2003), as it can be considered also as an executive functioning ability (Ardila et. Al., 2000). Unfortunately, openness seems to decay with age (Donnellan & Lucas, 2008) and as we grow old, we gradually lose that trait, at least relevant to our younger selves.

A fourth important personality characteristic is **Agreeableness** which correlates as a trait with trust, compassion and altruism. People who have highly developed that trait are compassionate and trusting, unlike people that do not have that trait and are presented as more cynical, selfish, suspicious of others, competitive and self-centered (Djigic et al., 2013). This kind of people are more possible to be liked by other individuals due to their character and the relationships they form tend to be more stable. Moreover, people with this personality trait at a higher level, seem to engage in social occupations, they participate in volunteering work, and they like to serve their community. Plus they follow the letter of the law and they score very low in engaging in criminal activities (Soto, 2018). Agreeableness and executive functioning are also related through the fact that agreeableness suspends the inappropriate interpersonal behavior of individuals.

Lastly, an important personality characteristic is **Conscientiousness** which as a trait correlates with self-control and on how an individual can stay true to his/her own principles (Djigic et al., 2013). People with high levels of conscientiousness like order and structure. They also work hard to fulfill their goals, respecting their duties and obligations when individuals with low conscientiousness are just “ok” with disorder. They are also motivated to bring a task to its end (Soto, 2018). Individuals with this personality trait in abundance do well in various occupations and are persistent, self-disciplined, and have a control over their impulses. Low conscientiousness, when is present in someone’s personality is also associated with attention deficit disorder (Martel et al., 2008; Nigg et al., 2002), which is included in executive function disorder (Seidman, 2006). People who exhibit conscientiousness tend to also adopt a healthy lifestyle and avoid risky behaviors for their health.

As we can see personality traits, as the ones previously presented, play a crucial role to the formation of someone’s personality and in turn, the way a personality is formed will guide how an individual acts towards others, his job, the environment close to him/her and the people in it, accordingly. The behavior that he/she will adopt and display to society is a direct result of the mix of personality traits that he/she has the most (e.g. People with high neuroticism tendencies and low Openness to new experiences tendencies). Not only that but, these personality traits have been found to also have a strong connection with job satisfaction as well. Previous work by Colomeischi et al. (2014) showed that high levels of extroversion, conscientiousness and emotional stability can actually contribute to higher levels of work satisfaction and satisfaction with the job result of an individual. Relative to conscientiousness, agreeableness and neuroticism and in particular for teachers a relation was found with self-efficacy (Jamil et al., 2012), engagement (McIlveen & Perera, 2016) and satisfaction (Cano-Garcia et al., 2005). On the one hand conscientiousness and agreeableness have a positive correlation with job satisfaction and on the other, neuroticism has a negative correlation with job satisfaction. As such, Emotional Stability (being Neuroticism’s opposite) will have a positive correlation with job satisfaction (Judge et al., 2002). Judge et al. (2002) also found that extraversion had an outstanding positive correlation with job satisfaction. Similarly, Perera et al. (2018) in their research efforts about teachers’ personality and job satisfaction, also came to the conclusion that personality is related with job satisfaction and that teachers who scored high in personality traits such as extraversion, conscientiousness, agreeableness and scored low in neuroticism will experience higher levels of job satisfaction. Further research efforts similarly confirm that having a positive personality trait like

extraversion could lead to feelings of job satisfaction in the line of work and even more may help block emotions of job stress and burnout (Matthews et al., 2009). Colomeischi et al. (2014) in their research suggested that extraversion, conscientiousness and emotional stability can be the reason for the variations for teachers' job satisfaction. They proposed that in order to raise teachers' job satisfaction they should be enabled to work in an environment that enabled personal development and this would lead to create emotional stability. Contrary to general public, results indicated that teachers score high on traits as extraversion, openness, conscientiousness and cooperation and lower on neuroticism (Tatalovic-Vorkapic, 2012).

We saw that some of the personality traits each one of us has, promotes or negates our own individual's levels of job satisfaction to either "sky high" or "to the bottom of the ocean" if we are to use a metaphor. Additionally, as these personality traits are a part of our personality, we expect them to change at a very slow rate (if they change at all) and to direct our general viewpoints on life and eventually our behaviour. We postulate therefore that although crisis has changed the scenery of our work, our key personality characteristics, will still continue to operate in the same manner as before, as they are deeply rooted within ourselves. Therefore, we do not expect the crisis to change the established ways that the key personality characteristics effect the perceptions of Job Satisfaction, leading to formulating our hypothesis relevant to the personality characteristics as follows:

- **H2a: Emotional Stability (*Opposite of Neuroticism*) as a personality trait will effect positively Job Satisfaction.**
- **H2b: Extraversion as a personality trait will effect positively Job Satisfaction.**
- **H2c: Openness to new experiences as a personality trait will effect positively Job Satisfaction.**
- **H2d: Agreeableness as a personality trait will effect positively Job Satisfaction.**
- **H2e: Conscientiousness as a personality trait will effect positively Job Satisfaction.**

In the previous sections it was elaborated that Job Satisfaction has different facets that formulate it. Therefore as Job Satisfaction is effected by our personality, similarly each facet of Job Satisfaction on its own will be effected by our personality characteristics. Therefore we hypothesize that:

- **H2f: Emotional Stability (*Opposite of Neuroticism*) as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).**
- **H2g: Extraversion as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).**
- **H2h: Openness to new experiences as a personality trait will effect one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).**
- **H2i: Agreeableness as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).**
- **H2j: Conscientiousness as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).**

### 3.4 Job Satisfaction and Demographic Characteristics

Having examined Job Satisfaction and the personality characteristics that can formulate and play a role in it, there is also the case that other personal characteristics an individual possesses (in relation to another) also play a role. Such indicative personal characteristics can be age, gender, the type of school a teacher works at, the years of experience and employment status of the teachers.

A fair amount of research efforts (Baron, 1986; Hunisch and Hulin, 1991; Koustelios, 2001; Mathieu, 1991; Mount et al., 2006; Ostroff, 1992; Scott and Taylor, 1985; Zigarreli, 1996) have been devoted to the examination of the relation between feelings of job satisfaction and demographic characteristics like gender, marital status and other personal

characteristics like the skills an individual possesses (Reyes, 1990; Sari, 2004; Sim, 1990). Spector (1985) in his research discovered that job satisfaction could be affected by salary, age and the organization level. Other researchers studied the educational level, marital status, the number of the children a teacher has, monetary compensation and tenure. However many results led to vastly mixed and sometimes contradicting results (Bedeian et al., 1992; Forgionne & Peeters, 1982; Glenn & Weaver, 1982; Gruenberg, 1980; Hulin & Smith, 1965; King et al., 1982; Lee & Wilbur, 1985; Lynch & Verdin, 1983; McDonald & Gunderson, 1974; Mottaz, 1984; Rogers, 1991; Saiyadain, 1985; Weaver, 1980). Koustelios (2001) suggested also that different personal characteristics contribute to the completion of different viewpoints of job satisfaction. As the different research studies are not conclusive on all the personal characteristics that contribute we aim to also study these demographic factors, therefore the personal characteristics we aim to include into our research as we mentioned in the previous chapter are: age, gender, educational level, income, years of experience, type of school and employment status.

**Age:** In the research of Chaudhri et al. (2015) the correlation of age and job satisfaction was not found to be significant, similarly with the research streams of Glenn et al. (1977; Hulin & Smith (1965), McDonald and Gunderson (1974) and Weaver (1980). Although Job Satisfaction was not found to have a strong correlation with the overall construct of Job Satisfaction, previous work has shown that age is very important when it comes to the matter of forecasting satisfaction with pay, consisting an important facet of Job Satisfaction. In particular, when age increases so does monthly payment and this makes sense as while employees get older, they are working even more years (or have other factors that account for more money e.g. being married, having children etc). This is also supported by the results of the research of Bilgic (1998) who found out that as the age of individuals increased so does their expectation of payment. Although we find that age correlates at cases with the pay dimension of job satisfaction, when it comes to overall job satisfaction when a correlation is found there are different types of correlation that have been reported in the literature. For example, Rhodes (1983) found a positive and linear correlation between job satisfaction and age. Luthans and Thomas (1989) found a different correlation between job satisfaction and age of curvilinear and lastly Clark's (1996) research found a correlation of U-shape. Therefore, we aim to examine the correlation (if any) in relation to Age of teachers with their feelings of Job Satisfaction.

**Educational Level:** Individuals that have reached higher educational levels tend to express fewer negative feelings towards their work and they also appear to value more the quality of their work performance than to make complaints for other issues related to their work (Bilgic R., 1998). Prior research streams indicated that there was a positive relationship between job satisfaction and the educational level of individuals (Lee & Wilbur, 1985; Mottaz, 1984; Rogers, 1991). On the other hand, previous research efforts also showed levels of job satisfaction decreased as the level of education of an individual increased (Clark, 1996; Eskildsen et al., 2003; Wharton et al., 2000). A possible explanation could be that educated people are mostly guided from intrinsic and not extrinsic rewards (money, status, authority), and that could drive them to dissatisfaction caused by unfulfilled expectations and ambitions (Bilgic R., 1998). Furthermore, Allen (2001) found that if someone is more educated but works in an occupation that can be met by unskilled staff, then that could cause a negative impact to his/her satisfaction, but not that notable. If an individual is undereducated, the individual's levels of education will have an insignificant impact on individual's job satisfaction. That also applies if an individual works in an occupation, but the occupation does not belong to the field of his/her education.

**Income:** As described in the previous sections the income one makes for his effort during work is an important facilitator of Job Satisfaction. The amount of money one receives can make him/her to either feel satisfied or dissatisfied with his/her job. Card et al. (2012) investigated the effects of income in job satisfaction and in order to examine the phenomenon, they conducted an experiment to gather data relative to the payroll among workers (after their informed consent). They did that not only to test the direct effect of income to job satisfaction, but to test also how the knowledge of how one ranks in the pay scale among his/her immediate colleagues could affect the perceptions of satisfaction. The results of their research indicated that the given knowledge about the amount of payment among workers had a negative effect, to the category that belonged in below median scale of payment in their unit and occupation area of work. The employees who were above the median pay scale did not indicate suffering a negative impact with information about their payroll. In the research of Bilgic (1998), income was the best predictor to job satisfaction, and higher income had a positive effect to job satisfaction. When employees gained higher monthly income, they were positive toward their work, positive to supervisor's practices, concerned about productivity and did not appear to experience any task-related conflict. Although income had a huge impact with those variables, Bilgic (1998) did not find a direct



impact of income to job satisfaction. He also suggested that individuals who had high-paying jobs were happier than other individuals with lower-paying jobs.

**Type of Employment:** The employment type in Greece and in relation to teachers predominately can be either in a permanent position or in a substitute position, both in the private and public sector. We can understand that there is a significant difference among the two types of employment at least in relation to the security of the work position. Permanent teachers have a specific position (Named “Οργανική”) at specific schools and have the security that they will proceed to evolve in the ranks, the years of service and the respective benefits that come along with a permanent job in the public sector. On the other hand, substitute teachers come in temporarily and on an annual basis to fill in the gaps in the educational system wherever necessary. They are aware that they will probably be in different schools (and most probably in different towns) every year and they will stop working at the end of the year. Being a substitute teacher enables you though to receive the needed time of experience to later on receive a permanent position. The aforementioned stands true for teachers having or pursuing work in and for the public sector. In the private sector the situation is different, here teachers are employees and they do not hold a permanent position however there is also here a sense of security that derives from the performance of each teacher. As we see these differences it merits to examine if this duality in the nature of the type of employment has an effect on the feelings of teachers relevant to job satisfaction.

In these two types of employment (permanent and substitute) the overall work environment has significant differences considering the permanent (or not) nature and the security that derives from it, thus it is expected that it will create important differences in the feelings it can create to employees of each type (Clark and Postel-Vinay, 2005). Aguiar do Monte (2017) in his research examining employees of both private and public sectors found on one hand the employees of private sector seem to make a greater effort to achieve their goals due to the uncertainty of their future within the organization and on the other hand the employees of public sector did not put the same amount of effort as nobody could dismiss them from their duties or make direct redaction to their income. Similar results were presented in the research of Munnell and Fraenkel (2013). In this case and although the differences found, there wasn't a direct impact identified in job satisfaction, but only a correlation between feelings of job uncertainty and job satisfaction. This finding also came up in a series of research efforts that identified a negative connection between job uncertainty

and job satisfaction due to the fear of termination from work (Reisel et al., 2007; Sverke et al., 2002; Artz & Kaya, 2014; Vujicic et al., 2014).

**Gender:** Research efforts examining the effect the gender of the employee can have on job satisfaction presents varied results with many of them not deriving to evidence of a direct relation of gender to job satisfaction (Brief & Algad, 1975; Brif & Olive, 1976; Brief et al., 1977, D' Arcy et al., 1984; Forgionne & Peeters, 1982; Goh et al., 1991; Hulin & Smith, 1964; King et al., 1982; Lynch & Verdin, 1983; Saiyadain, 1985; Souser & York, 1978; Shapiro & Stern, 1975; Smith & Plant, 1982; Varca et al., 1983; Weaver, 1980; Witt & Nye, 1992). However in some cases it was found that women tended to be more satisfied with their work than men (Bartol & Wortmann, 1975; Clark, 1997; Murray & Atkinson, 1981; Wharton et al., 2000), where other research streams indicated the exact opposite having men being satisfied with their work at higher levels than women (Forgionne and Peeters 1982; Hulin & Smith, 1964; Weaver, 1978). An interesting finding comes from Bilgic (1998) who found a relation between gender and pay satisfaction and the physical environment as women were found to be unhappy with both their income and the working environment.

**Years of Experience:** The years of experience an employee has could also play an important role to job satisfaction. Employees that have been working for many years could have their income raised, get promoted or create stronger bonds with fellow employees. On the other hand recent employees with rather limited experience, could also have a negative effect. An interesting finding in the research of Bilgic (1998) is that it was found that individuals with plenty years of experience had form the perception that their jobs were respectable and they worked in an environment they liked and were satisfied with.

Having surveyed previous work on the examination of the potential interplay of personal characteristics like age, gender and type of employment among others we need to also examine the aforementioned characteristics in parallel to the unit of analysis of our research, i.e. teachers and in particular teachers in Greece. Koustelios (2001) in his research about personal characteristics and their impact to Greek teachers' perceptions on job satisfaction found a significant number of interplays between the characteristics (or demographic data) and the teachers' feelings of Job Satisfaction. In the research they state that each personal characteristic could participate in shaping a different facet or dimension relative to job satisfaction. Gender for example was found to correlate with feeling of job satisfaction for working conditions. This correlation seems to affect especially job

satisfaction perceptions in women in a positive way and that could be because women believed that working conditions are far more important than how men perceive them (Herzberg et al., 1957). Moreover Koustelios (2001) found that the overall working experience correlates with feelings relative to the supervision and promotion potential of job satisfaction; specifically, he found that the more years of experience teachers had, the higher their levels of job satisfaction with supervision and promotion would be. These results are also similar with the findings of Maghradi (1999) who found that the teachers with more years of experience expressed higher levels of job satisfaction as well. Also, the level of the educational unit that an employee works at plays a role on shaping the perceptions of satisfaction with working conditions, supervision and promotion. Teachers in primary education were more satisfied with their working conditions while teachers in secondary education were more satisfied with supervision and promotional opportunities (Koustelios, 2001). Additionally, and in particular for the educational units in the aforementioned research, a relationship was found between gender and job satisfaction and in particular male teachers had lower job satisfaction levels in elementary schools and female teachers in high school had higher levels of job satisfaction. Other steams or research examining Greek teachers also yielded significant results between personal characteristics and job satisfaction. Relative to age it was found that older teachers were more satisfied with aspect of work (goals and workload) and younger teachers were satisfied with income and administration (Alexopoulos, 1992; Kantas, 1992; Saiti, 2007; Saiti and Fassoulis, 2012; Tarasiadou and Platsidou, 2009). Saiti and Papadopoulos (2015) in the research found that gender affected the feelings of Job Satisfactions' dimension of promotion potential where men were satisfied with the possibility of promotion much more than women and women were found to be more satisfied than man with the job itself. Parallel to the aforementioned results were found also for Cypriot educators by Menon-Eliophotou et al. (2008). Building on the aforementioned previous work we identify that the different personal characteristics will correlate with Job Satisfaction, making our hypothesis as follows:

- **H3a: Teachers' age will have a positive effect on Job Satisfaction.**
- **H3b: Teachers' educational level will have a positive effect on Job Satisfaction.**
- **H3c: Teachers' income level will have a positive effect on Job Satisfaction.**

- **H3d: Teachers’ employment type (e.g. Substitute / Permanent) will correlate to feelings of Job Satisfaction (Substitute will negatively correlate, Permanent will positively correlate).**
- **H3e: Teachers’ experience in teaching will positively effect Job Satisfaction**

Having surveyed the existing literature relevant to Job Satisfaction, Personality Characteristics, Personal Characteristics and the Crisis Greece faced in particular for teachers we identified several interesting points worth examining. On that account we have formulated a set of hypotheses interesting for examination in the course of our research effort.

<b>Associated RQ of Thesis</b>	<b>H</b>	<b>Hypothesis Statement</b>
RQ1: Is the aftermath of crisis (in terms of socioeconomic status mobility) related to the teachers’ perceptions of Job Satisfaction?	H1	Crisis and its results, will lead to lower teachers’ perceptions of Job Satisfaction.
	H1a	Crisis and its results, will lead to lower teachers’ perceptions of Pay related Job Satisfaction
	H1b	Crisis and its results, will lead to higher teachers’ perceptions of Supervision related Job Satisfaction
	H1c	Crisis and its results, will lead to lower teachers’ perceptions of Promotion related Job Satisfaction.
	H1d	Crisis and its results, will lead to lower teachers’ perceptions of Work Environment Operations related Job Satisfaction.
	H1e	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Organizational Communication related Job Satisfaction.
	H1f	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Benefits related Job Satisfaction.
	H1g	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Contingent Rewards related Job Satisfaction.
	H1h	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Co-workers related Job Satisfaction.
	H1i	Crisis and its results, will lead to higher teachers’ perceptions to the Work Itself related Job Satisfaction.
<b>Associated RQ of Thesis</b>	<b>H</b>	<b>Hypothesis Statement</b>
RQ2: Do	H2a	Emotional Stability (Opposite of Neuroticism) as a personality trait will

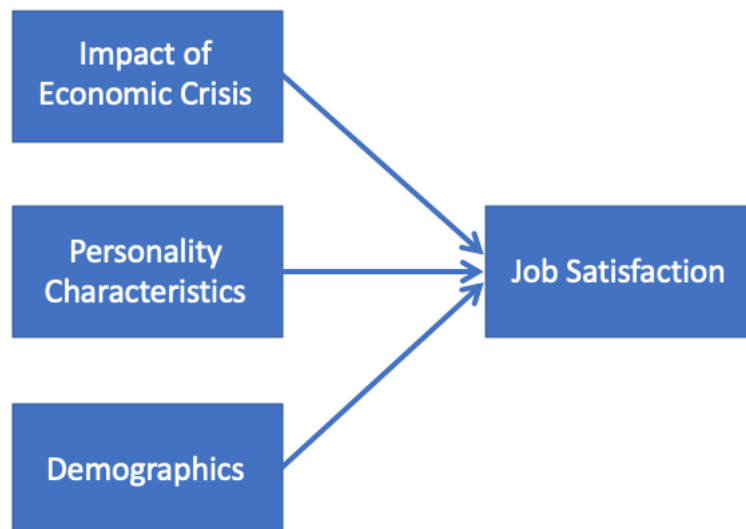
teachers' Personality Traits impact teachers' Job Satisfaction Perceptions?		effect positively Job Satisfaction.
	H2b	Extraversion as a personality trait will effect positively Job Satisfaction.
	H2c	Openness to new experiences as a personality trait will effect positively Job Satisfaction
	H2d	Agreeableness as a personality trait will effect positively Job Satisfaction.
	H2e	Conscientiousness as a personality trait will effect positively Job Satisfaction.
	H2f	Emotional Stability (Opposite of Neuroticism) as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).
	H2g	Extraversion as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).
	H2h	Openness to new experiences as a personality trait will effect one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).
	H2i	Agreeableness as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).
H2j	Conscientiousness as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).	
<b>Associated RQ of Thesis</b>	<b>H</b>	<b>Hypothesis Statement</b>
RQ3: Do teachers' personal and contextual characteristics	H3a	Teachers' age will have positive effect on Job Satisfaction
	H3b	Teachers' educational level will have a positive effect on Job Satisfaction
	H3c	Teachers' income level will have a positive effect on Job Satisfaction.
	H3d	Teachers' employment type (e.g. Substitute / Permanent) will correlate to feelings of Job Satisfaction (Substitute will negatively correlate, Permanent will positively correlate).

impact teachers' job satisfaction?	H3e	Teachers' experience in teaching will positively effect Job Satisfaction
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*Table 1 Hypothesis of the MSc Thesis Research*

## 4. Research Methodology

The purpose of this Master Thesis is to investigate the role of the aftermath of crisis on teachers and their perceptions of job satisfaction. Additionally, we examine if there is any role played by the individuals' personality and their demographics. The quantitative approach was chosen as means to reach a conclusion by hypothetic deductive reasoning (Straub et al.,2005). Based on the available research methodologies relative to quantitative methodology research designs, a user study based on a survey was deemed appropriate, as it will allow to explore the perceptions of teachers as well as to formally collect our data. This way, we will examine our hypotheses and answer our research questions based on a broad sample. Overall as we aim to study the perceptions of teachers relative to Job Satisfaction, the research design can be seen in the following figure.

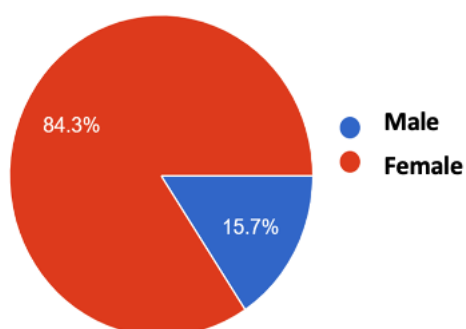


*Figure 4 Research Design*

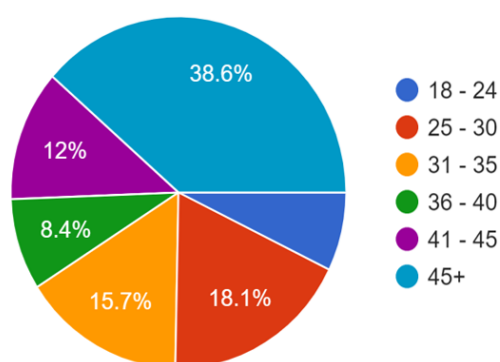
In the following sections of the methodology the participants of the study are presented followed by the measurement instruments used in this research alongside with the followed process for data collection and analysis.

## Participants

This study targeted teachers in Greece in order to examine their perceptions of Job Satisfaction following a time of crisis in Greece. Therefore, our efforts were focused to collect responses from teachers in Greece only and employed as permanent or substitute teachers in kindergarten, primary, secondary education and higher education. Based on the responses (N=77) of our sample we observed that in terms of **gender** more responses came from Female (84.3%) than Male (15.7%) respondents. Currently in Greece teaching positions (especially permanent posts) in the initial levels of school (kindergarten and primary education) are predominately held by female teachers. In relation to the **age** of our sample, we can see that it was distributed having received answers from all age groups, yet the majority was from respondents who were 45+ (38.6%). As the majority of the responses came from respondents that were 45+ years old it was expected that this would also be reflected in the years of employment our respondents had as teachers. Responses indicate that in our sample the majority (37%) had a vast working experience of 15+ years. With respect to the school type the teachers in our research were employed at, we received responses from teachers employed at all levels from kindergarten to higher education with kindergarten teachers having the majority of the responses (42.2%). The analysis of the aforementioned descriptive statistics is presented in the following Figures.



*Figure 5: Gender of Respondents*



*Figure 6: Age of Respondents*

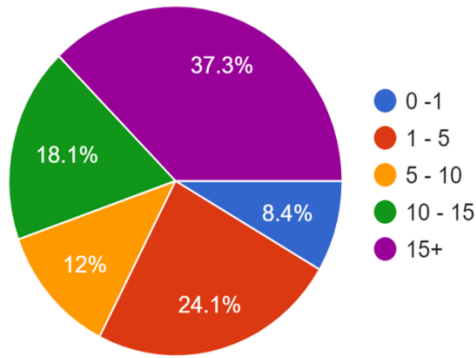


Figure 7: Years of Working Experience of Respondents

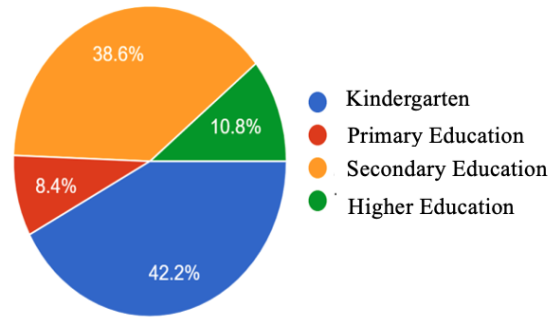


Figure 8: Respondents' Occupation in Different Educational Levels

Additionally, as our goal is to examine the effect of crisis the responses of our sample relevant to the respondents' perceptions on whether the crisis had affected them show that indeed a significant number of them felt that they were effected from it. 38.6% where in the middle socio-economic layers of the socio-economic stratum and descended to the middle-lower socio-economic layer and 10.8% were in the middle-low socio-economic layer and found themselves to now be in the low socio-economic layer of the socio-economic stratum. In total more than half of our sample were negatively affected by the crisis, at least in terms of their position in the socio-economic stratum as individuals. Only a third (approximately) were not affected by the crisis as they did not see themselves ascend or descend at that time. Additionally, and in relation to the stated income per month of our respondents we see that more than 70% of our sample reports income per month of up to 2.000 Euros. The analysis of the aforementioned is presented in the following figures.

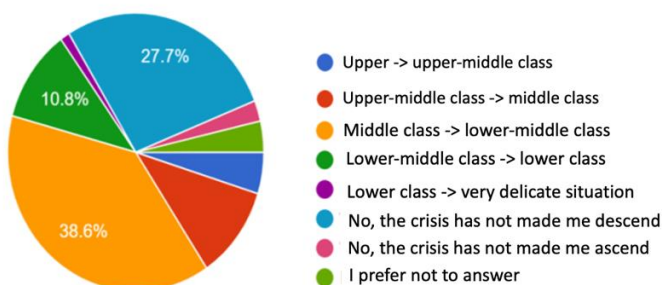


Figure 9: Perceived Impact of Crisis

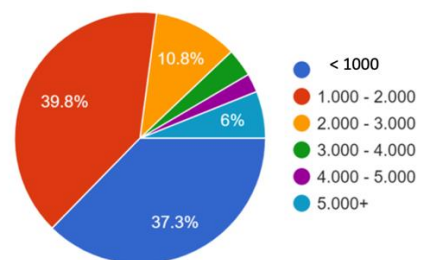


Figure 10: Monthly stated income



## **Measurement Instruments**

In order to gather data related to the impact of the crisis on teachers the Perceived Personal Economic Descent was measured by a single item as suggested by Fritsche et al. (2017) consisting of the following items: “Faced with the current economic situation and thinking about your and your family’s situation, do you believe that the economic crisis has made you descend in the social scale? Please mark the option that best reflects your current situation”. The available answers were: (1) Yes, I used to be in the upper class, and now I am in the upper-middle class, (2) Yes, I used to be in the upper-middle class, and now I am in the middle class, (3) Yes, I used to be in the middle class, and now I am in the lower-middle class, (4) Yes, I used to be in the lower-middle class, and now I am in the lower class, (5) Yes, I used to be in the lower class, and now I am in a very delicate situation, dreading a fall into poverty, (6) No, the crisis has not made me descend in the social scale, (7) No, the crisis has not made me ascend in the social scale and (8) I prefer not to answer and only one could be chosen. From the answers of the respondents, two different groups were created: The first group consists of those who reported having descended in the social ladder during the crisis time (response categories 1–5) and the second is comprised by those who had not undergone any changes or had climbed the social scale (response categories 6–7). The Perceived Personal Economic Descent measurement instrument has been utilized in past research efforts to harvest the perceptions of the impact of crisis on an individual level (Navarro-Carrillo et al, 2018; Proudfoot and Kay, 2018; Daganzo and Bernardo, 2018; Moya and Fiske, 2017).

The socioeconomic status (SES) was also measured, based on family monthly income as directed by Kraus et al. (2009) with a six category coding namely: (a) under 1.000€; (b) 1.000–2.000€; (c) 2.000–3.000€; (d) 3.000–4.000€; (e) between 4.000 and 5.000€; and (f) over 5.000€. SES has been used in previous research efforts to measure the socio-economic status of individuals (Daganzo and Bernardo, 2018).

In relation to job satisfaction the constructs and items from Spector (1985) are used specifically the following dimensions: Pay, Promotion, Supervision, Benefits, Contingent Rewards, Operating procedures, Co-workers, Nature of work and Communication all of which consisting of four (4) items. The items per dimension are presented analytically in the APPENDIX. The instrument of Job Satisfaction is a validated measurement instrument that has been extensively used in previous studies in order to harvest the perceptions of participants relevant to Job Satisfaction in their work at different lines of work including

teaching. Job Satisfaction in particular for education has been previously used in teachers by scholars with indicative cases being: Bentea and Anghelache (2012) examining teachers' job satisfaction in relation to their professional activity, Bishay (1994) examining teacher motivation and job satisfaction and Chapman and Lowther (1982) examining teachers satisfaction with teaching itself to name but a few. As Job Satisfaction is the predominately used measurement instrument for the reception of the perceptions of employees relative to their job satisfaction, it was selected in this research as well.

Lastly, as this research addresses teachers in Greece the translated version of the Job Satisfaction Survey instrument by Tsounis and Sarafis (2018) is utilized which was found to be valid and reliable and as such is suggested by Spector<sup>1</sup>. In relation to the measurement of the personality characteristics of the participants the widely used Ten Item Personality Inventory (TIPI) by Gosling (2003) was utilized. TIPI was developed in order to enable gauging the personality characteristics of individuals when time is limited and is the brief measure of the Big-Five personality questionnaire measuring the same scales. In TIPI each personality dimension is measured by two items therefore we will calculate a new variable for each dimension created by the average of each item as suggested by Gosling (2003). The TIPI instrument utilized in this research is widely used and validated in past research efforts in different sectors including teachers with indicative examples being Djigic et al. (2014) examination of the correlation of personality dimensions with self-efficacy and Emmerich et al. (2006) examination of teachers' educational outcomes in relation to personality. Lastly questions relevant to the demographics (as previously presented) of the respondents were introduced and the questionnaire inquired about: gender, age, achieved educational level, current occupational status and mode of employment, years of teaching and educational level at which they are/have been employed. The connection between the Hypothesis and the measurement instruments utilized in our work is presented in the following table.

<b>Associated RQ of Thesis</b>	<b>H</b>	<b>Hypothesis Statement</b>	<b>MEASUREMENT INSTRUMENT</b>
RQ1: Is the aftermath of	H1	Crisis and its results, will lead to lower teachers' perceptions of Job Satisfaction.	Job Satisfaction PPED (Crisis effect)

<sup>1</sup> Source: <http://paulspector.com/scales/our-assessments/job-satisfaction-survey-jss/job-satisfaction-survey-translations/>

crisis (in terms of socioeconomic status mobility) related to the teachers' perceptions of Job Satisfaction?	H1a	Crisis and its results, will lead to lower teachers' perceptions of Pay related Job Satisfaction	PAY (Job Satisfaction) PPED (Crisis effect)
	H1b	Crisis and its results, will lead to higher teachers' perceptions of Supervision related Job Satisfaction	SUPERVISION (Job Satisfaction) PPED (Crisis effect)
	H1c	Crisis and its results, will lead to lower teachers' perceptions of Promotion related Job Satisfaction.	PROMOTION (Job Satisfaction) PPED (Crisis effect)
	H1d	Crisis and its results, will lead to lower teachers' perceptions of Work Environment Operations related Job Satisfaction.	OPERATING PROCEDURES (Job Satisfaction) PPED (Crisis effect)
	H1e	Crisis and its results, will lead to higher teachers' perceptions of Work Environment Organizational Communication related Job Satisfaction.	COMMUNICATIONS (Job Satisfaction) PPED (Crisis effect)
	H1f	Crisis and its results, will lead to higher teachers' perceptions of Work Environment Benefits related Job Satisfaction.	BENEFITS (Job Satisfaction) PPED (Crisis effect)
	H1g	Crisis and its results, will lead to higher teachers' perceptions of Work Environment Contingent Rewards related Job Satisfaction.	CONTINGENT REWARDS (Job Satisfaction) PPED (Crisis effect)
	H1h	Crisis and its results, will lead to higher teachers' perceptions of Work Environment Co-workers related Job Satisfaction.	CO-WORKERS (Job Satisfaction) PPED (Crisis effect)
	H1i	Crisis and its results, will lead to higher teachers' perceptions to the Work Itself related Job Satisfaction.	NATURE OF WORK (Job Satisfaction) PPED (Crisis effect)
	RQ2: Do teachers' Personality Traits impact teachers' Job Satisfaction	H2a	Emotional Stability (Opposite of Neuroticism) as a personality trait will effect positively Job Satisfaction. ----- Emotional Stability (Opposite of Neuroticism) as a personality trait will effect

Perceptions?	(H2f)	positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).	CONTINGENT REWARDS, CO-WORKERS, NATURE OF WORK (Job Satisfaction)
	H2b	Extraversion as a personality trait will effect positively Job Satisfaction. -----	EXTRAVERSION (TIPI) Job Satisfaction
	(H2g)	Extraversion as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).	PAY, SUPERVISION, PROMOTION, OPERATING PROCEDURES, COMMUNICATIONS, BENEFITS, CONTINGENT REWARDS, CO-WORKERS, NATURE OF WORK (Job Satisfaction)
	H2c	Openness to new experiences as a personality trait will effect one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).	OPENNESS (TIPI) Job Satisfaction
	(H2h)		PAY, SUPERVISION, PROMOTION, OPERATING PROCEDURES, COMMUNICATIONS, BENEFITS, CONTINGENT REWARDS, CO-WORKERS, NATURE OF WORK (Job Satisfaction)
H2d	Agreeableness as a personality trait will effect positively Job Satisfaction. -----	AGGREABLENESS (TIPI) Job Satisfaction	
(H2i)	Agreeableness as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the	PAY, SUPERVISION, PROMOTION, OPERATING PROCEDURES, COMMUNICATIONS, BENEFITS, CONTINGENT REWARDS, CO-	

		Work Itself).	WORKERS, NATURE OF WORK (Job Satisfaction)
	H2e	Conscientiousness as a personality trait will effect positively Job Satisfaction. ----- Conscientiousness as a personality trait will effect positively one (or more) facet(s) of Job Satisfaction namely (Pay, Supervision, Promotion, Work environment operations, Organizational Communication, Benefits, Contingent Rewards, Co-Workers and the Work Itself).	CONSCIENTIOUSNESS (TIPI) Job Satisfaction  PAY, SUPERVISION, PROMOTION, OPERATING PROCEDURES, COMMUNICATIONS, BENEFITS, CONTINGENT REWARDS, CO-WORKERS, NATURE OF WORK (Job Satisfaction)
RQ3: Do teachers' personal and contextual characteristics impact teachers' job satisfaction?	H3a	Teachers' age will have positive effect on Job Satisfaction	AGE (Demographic) Job Satisfaction
	H3b	Teachers' educational level will have a positive effect on Job Satisfaction	TEACHERS' EDUCATIONAL LEVEL (Demographic) Job Satisfaction
	H3c	Teachers' income level will have a positive effect on Job Satisfaction.	INCOME (SES) Job Satisfaction
	H3d	Teachers' employment type (e.g. Substitute / Permanent) will correlate to feelings of Job Satisfaction (Substitute will negatively correlate, Permanent will positively correlate).	EMPLOYMENT TYPE (Demographic) Job Satisfaction
	H3e	Teachers' experience in teaching will positively effect Job Satisfaction	GENDER (Demographic) Job Satisfaction

*Table 2: Measurement Items relative to the Hypothesis.*

### **Data Collection and Analysis**

In relation to the Data Collection part, an online questionnaire was used to collect data from our selected sample. The questionnaire was developed and administered using the Google Forms tool. The survey included the items in the previous section, as they were utilized previously in past research efforts and consisted only of validated constructs and items. The questionnaire was then translated to Greek following a two-way blind translation process (with the exception of TIPI which was directly received in its Greek version from the official TIPI website). The Greek questionnaire that was eventually administered is presented in the APPENDIX. The procedure for data collection and sampling selected and utilized in this research is Snowball sampling as the questionnaire was sent to be completed online by teachers who were in turn invited to also send to other teachers they know when completing the questionnaire. As the questionnaire was developed using Google forms, it enabled us to distribute it via social media channels, e-mails to educators and/or directly to the educational units. Data collection through the online questionnaire took place in the period of June 2019 to December 2019 and the sample size we aimed to collect was over 100 responses. We selected to proceed with the rule of 100 (Gorsuch, 1983; Kline, 1979) in order to make sure our responses would be adequate as suggested in the academic literature. Lastly and in relation to participation, answering the questionnaire was conducted on the teachers' own free will, on a voluntary basis and no rewards were given for participation.

Having collected the responses of our sample, the analysis included the steps of data cleaning, item recoding and formation of new variables for all our measurement instruments. Initially, the responses were examined for appropriate completion and where problems were identified the data item was removed from the analysis. Following that, the constructs that included items which were reverse scored were recoded into new variables that had the appropriate wording direction. Additionally, the items per construct and dimension were recoded into new variables representing each dimension and construct respectively. An indicative example of the process can be found in TIPI where "Extraversion" is measured by item #1: "Extraverted, enthusiastic" and item #6[R]: "Reserved, quiet". Here, initially item #6 was reversed for all responses and then the Extraversion variable was created as  $(\text{Item \#1 score} + \text{Item \#6[R] score}) / 2$  following the scoring directions by Gosling (2003). For Job Satisfaction, as it has nine facets (each consisting of four items) we created the overall Job Satisfaction score by summing the scores for the items in each facet to form each facets' score (in order to be able to examine each one separately) and then we added the facets' scores to create the and examine the overall teachers' Job Satisfaction. The aforementioned recoding into new variables was conducted for all items/constructs following the instruments'

scoring directions. This research effort includes three different types of analysis: (a) Bivariate (Pearson's) Correlation, (b) Linear regression and (c) One way ANOVA.

**Bivariate (Pearsons') Correlation:** A bivariate correlation in statistics is utilized to identify the linear correlation between two variables X and Y. In general, it has the capability to describe if two phenomena occur together and as such they are linked. That simultaneous occurrence and is expressed with a single value between -1 and +1 (named Correlation Coefficient) and expressed with the letter r. If the value of r is positive, then there is a positive relationship between the examined variables and if the value is negative then there is negative relationship between the examined variables. This analysis is selected to examine for the potential parallel occurrence of the effect of the crisis to the job satisfaction perceptions.

**Linear Regression:** A Linear Regression in statistics is utilized to model a relationship between a dependent variable and an explanatory variable. In this way we are able to identify if a specific phenomenon (the dependent variable) can be explained and predicted by another variable. In our case we selected this statistical analysis to examine for the potential to explain the results of Job Satisfaction by utilizing the key personality characteristics of the teachers and their income.

**One-way ANOVA:** A One-Way Analysis of Variance (ANOVA) in statistics is utilized in order to determine if there are statistically significant differences between two or more groups that are not related and have an important difference. It is a prominent analysis when the dependent variable data are at an interval (or ratio level) and the independent variable is of categorical nature (e.g. gender). In our case we selected this statistical analysis to examine if there are significant differences between the demographic data collected (e.g. gender) and Job Satisfaction. The following table illustrates the analysis selected and conducted in variables utilized in our study. All analysis of our study was conducted with SPSS which is a Statistical Analysis program. The types of analysis used in this research alongside with the variables per analysis are presented in the following table.

Associated RQ of Thesis	H	Type of Analysis
RQ1	H1, H1a, H1b, H1c, H1d, H1e, H1f, H1g, H1h, H1i, H1i	Bivariate Correlation

RQ2	H2a, H2b, H2c, H2d, H2e, H2f, H2g, H2h, H2i, H2j	Linear Regression
RQ3	H3a, H3b, H3c, H3d, H3e	One-Way ANOVA

*Table 3: Analysis conducted in the study*

## 5. Results

In order to accurately address our research questions, a number of different data recordings and respective analysis were conducted. Initially, the responses that derived from all teachers were reviewed manually for completeness of answers and correctness. Out of the 83 submitted responses two (2) responses were not filled and one (1) response had the same numerical response in all questions (i.e. The responded had marked all questions in the 1<sup>st</sup> possible response per question). These 3 responses were removed from the remaining analysis as they were erroneous, and we proceeded with the analysis of the 80 valid response items. On those responses another 3 responses were not included in the analysis as their response in the question relevant to whether they had any effect from the crisis they opted to not disclose it. As such our sample size is 77 responses. Our initial goal was to collect at least 100 responses however the lack of willingness of teachers to actually take the test during the data collection phase led us to only receive 83 responses out of which 77 are considered valid responses.

In respect to the results of this research and starting from the teachers' observed Job Satisfaction, the descriptive statistics for the collected responses are presented in the following table. The Mean and Standard deviations of the responses is presented for each item and these items were used to initially form the different facets of Job Satisfaction and lastly the overall score of teachers' job satisfaction.

Job Satisfaction Dimensions / Items (N=77)		Mean	Std. Deviation
PAY	I feel I am being paid a fair amount for the work I do.	2,81	1,850
	Raises are too few and far between [R]	2,47	2,030



	I feel unappreciated by the organization when I think about what they pay me [R]	3,17	2,067
	I feel satisfied with my chances for salary increases	3,17	2,093
<b>Promotion</b>	There is really too little chance for promotion on my job [R].	3,01	1,957
	Those who do well on the job stand a fair chance of being promoted	2,70	1,850
	People get ahead as fast here as they do in other places	2,60	1,808
	I am satisfied with my chances for promotion	2,73	1,706
<b>Supervision</b>	My supervisor is quite competent in doing his/her job.	4,38	1,885
	My supervisor is unfair to me [R]	5,36	1,849
	My supervisor shows too little interest in the feelings of subordinates[R]	4,43	2,118
	I like my supervisor	4,82	1,833
<b>Benefits</b>	I am not satisfied with the benefits I receive [R] .	3,19	1,878
	The benefits we receive are as good as most other organizations offer	3,09	1,741
	The benefit package we have is equitable	2,90	1,847
	There are benefits we do not have which we should have [R]	2,56	1,970
<b>Contingent Rewards</b>	When I do a good job, I receive the recognition for it that I should receive.	3,68	2,023
	I do not feel that the work I do is appreciated [R]	3,82	2,082
	There are few rewards for those who work here [R]	3,23	1,999
	I don't feel my efforts are rewarded the way they should be [R]	3,21	2,002
<b>Operating Procedures</b>	Many of our rules and procedures make doing a good job difficult [R].	2,79	1,794
	My efforts to do a good job are seldom blocked by red tape	3,68	1,922
	I have too much to do at work [R]	2,69	1,749
	I have too much paperwork [R]	4,32	2,118
<b>Co-Workers</b>	I like the people I work with.	5,40	1,489
	I find I have to work harder at my job than I should because of the incompetence of people I work with [R]	4,95	2,006
	I enjoy my co-workers	4,94	1,750
	There is too much bickering and fighting at work [R]	4,22	2,004
<b>Nature of Work</b>	I sometimes feel my job is meaningless [R].	4,99	2,131
	I like doing the things I do at work	5,45	1,759
	I feel a sense of pride in doing my job	5,56	1,743
	My job is enjoyable	4,88	1,967

<b>Communications</b>	Communications seem good within this organization.	3,99	1,743
	The goals of this organization are not clear to me [R]	4,66	1,889
	I often feel that I do not know what is going on with the organization[R]	4,06	2,041
	Work assignments are often not fully explained [R]	4,17	1,956
	Valid N (listwise)	77	

*1=Strongly Disagree to 7=Strongly Agree , [R=Reversed]*

*Table 4: Descriptive Statistics of Job Satisfaction Responses*

As can be seen from the descriptive statistics of our sample relative to each item of every facet of Job Satisfaction, within each facet the items have similar responses and, in its majority, illustrate that teachers are not experiencing Job Satisfaction at levels that could be considered even moderate. In particular for the Pay facet that examines their perceptions relevant to their compensation, it can be seen that teachers consider their income to be very little and unfair for the amount of work they put in teaching and not only that, but raises in their salary are very few and far apart. As in the public sector a raise comes in parallel to the years of service it is understandable that it takes time and furthermore the income is not directly related to performance, something that is also evident by the answers given with respect to the potential for promotion when they do their job well. An interesting result adheres to supervision where we see responses on Job Satisfaction that are way higher than Payment and Promotion signifying the important relationship of principals and teachers in the educational environment towards achieving a sense of job satisfaction. With respect to Contingent Rewards, Communications, Operating Procedures and Benefits we observe that the responses are below average in general showcasing that the teachers are not as satisfied as they could be. On the other hand, based on the answers we can observe that teachers are exhibiting higher than average Job Satisfaction when it comes to their Co-Workers and the very Nature of Work (teaching as a profession). Having examined each facet separately we proceed to present the resulting recoded variables per Job Satisfaction dimension and their descriptive statistics are presented in the following table.

<b>JOB SATISFACTION FACETS</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>PAY</b>	11,61	5,292
<b>Promotion</b>	11,04	4,096
<b>Supervision</b>	18,99	5,902
<b>Benefits</b>	11,74	4,669
<b>Contingent Rewards</b>	13,94	5,564
<b>Operating Procedures</b>	13,48	4,321
<b>Co-Workers</b>	19,51	4,462
<b>Nature of Work</b>	20,88	5,501
<b>Communications</b>	16,88	5,031
<b>JOB SATISFACTION</b>	<b>138,06</b>	<b>26,996</b>
<b>Valid N (listwise)</b>	77	

*Facets: 7=Lowest JS at specific Facet to 28= Highest JS at specific Facet  
Overall Job Satisfaction: 63 = Lowest JS to 252= Highest JS*

*Table 5: Descriptive Statistics of Job Satisfaction Aggregate Variables*

As was expected when the Job Satisfaction Facet variables are constructed, the observed differences in the teachers' Job Satisfaction facet is even more evident having Payment and Promotion being at the very least in contributing to Overall Job Satisfaction and Co-Workers and Nature of Work contributing the most. Furthermore, when examining Job Satisfaction as a cumulative aggregate of all its facets, we see that teachers are neither extremely dissatisfied, nor extremely satisfied, leaving ample room for improvement, yet not completely destroyed by the effects of the crisis.

In relation to the responses of the personality characteristics of respondents, the descriptive statistics of the responses collected based on the Ten Item Personality Inventory (TIPI) and its dimension are presented in the following tables both on an item as well as the overall dimensions' levels.

<b>TIPI Dimensions / Items (N=77)</b>	<b>Mean</b>	<b>Std. Deviation</b>
---------------------------------------	-------------	-----------------------

<b>Extraversion</b>	Extraverted, enthusiastic	5,29	1,413
	Reserved, quiet. [R]	3,69	1,914
<b>Agreeableness</b>	Critical, quarrelsome. [R]	5,94	1,341
	Sympathetic, warm	5,99	1,419
<b>Conscientiousness</b>	Dependable, self-disciplined	6,12	1,357
	Disorganized, careless. [R]	6,05	1,366
<b>Emotional Stability</b>	Anxious, easily upset. [R]	4,01	1,874
	Calm, emotionally stable	5,31	1,703
<b>Openness</b>	Open to new experiences, complex	5,58	1,454
	Conventional, uncreative. [R]	5,82	1,612
<b>Valid N (listwise)</b>	77		

*1= Disagree Strongly to 7= Agree Strongly*

*Table 6: Descriptive Statistics of TIPI Responses*

<b>TIPI Dimensions</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Extraversion</b>	4,49	1,118
<b>Agreeableness</b>	5,96	,993
<b>Conscientiousness</b>	6,08	1,024
<b>Emotional Stability</b>	4,66	1,260
<b>Openness</b>	5,70	1,148
<b>Valid N (listwise)</b>	77	

*1= Disagree Strongly to 7= Agree Strongly*

*Table 7: Descriptive Statistics of the Recoded TIPI Dimensions*

From the results presented in the previous tables we see that teachers perceive themselves to be highly conscientious individuals which is understandable since they are responsible for the education of students and this personality characteristic is expected. Second in turn most identified personality characteristic is agreeableness followed by an openness to new experiences. These personality characteristics as well as the scores in each are relatively expected when taking under consideration that the sample consisted of teachers who as employees their constant interaction with children (and their responsibilities towards them) need individuals that are possess very positive personalities.

In relation to the examination of the effects that crisis had to what was observed in the perceptions of teachers Job Satisfaction as measured our results of the Bivariate Correlations indicate that: **(A)** The variables Perceived Personal Economic Descent (PPED) denoting the effect that Crisis had on teachers and Job Satisfaction derived from Benefits were found to be moderately positively correlated,  $r(75) = .26, p = .020$ , lending support at the 0.05 level to H1f: “Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Benefits related Job Satisfaction.” **(B)** The variables Perceived Personal Economic Descent (PPED) denoting the effect that Crisis had on teachers and Job Satisfaction derived from Contingent Rewards were found to be moderately positively correlated,  $r(75) = .23, p = .036$ , lending support at the 0.05 level to H1g “Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Contingent Rewards related Job Satisfaction.” **(C)** The variables Perceived Personal Economic Descent (PPED) denoting the effect that Crisis had on teachers and Job Satisfaction derived from Co-Workers were found to be moderately positively correlated,  $r(75) = .22, p = .04$ , lending support at the 0.05 level to H1h “Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Co-workers related Job Satisfaction.” **(D)** All other variables were not found to be correlated. The results of the analyses conducted is presented in the following table.

N=77		Perceived Impact of Economic Crisis	Job Satisfaction	JS with Pay	JS with Promotion	JS with Supervision	JS with Benefits	JS with Contigent Rewards	JS with Operating Procedures	JS with CoWorkers	JS with Nature of Work	JS with Communication
Perceived Impact of Economic Crisis	Pearson Correlation Sig. (2-tailed)	1										
Job Satisfaction	Pearson Correlation Sig. (2-tailed)	.086	1									
JS with Pay	Pearson Correlation Sig. (2-tailed)	.183	.733**	1								
JS with Promotion	Pearson Correlation Sig. (2-tailed)	.223	.509**	.410**	1							
JS with Supervision	Pearson Correlation Sig. (2-tailed)	-.135	.608**	.183	.052	1						
JS with Benefits	Pearson Correlation Sig. (2-tailed)	<b>.265*</b>	.647**	.650**	.514**	.170	1					
JS with Contigent Rewards	Pearson Correlation Sig. (2-tailed)	<b>.239*</b>	.755**	.628**	.386**	.406**	.570**	1				
JS with Operating Procedures	Pearson Correlation Sig. (2-tailed)	.120	.425**	.321**	.075	.042	.176	.389**	1			
JS with CoWorkers	Pearson Correlation Sig. (2-tailed)	<b>-.229*</b>	.576**	.204	.216	.619**	.130	.157	-.053	1		
		.045	.000	.075	.059	.000	.261	.174	.647			

JS with Nature of Work	Pearson	-.137	.474**	.219	.250*	.184	.128	.068	.043	.423**	1	
	Correlation Sig. (2-tailed)	.235	.000	.056	.028	.109	.268	.559	.712	.000		
JS with Communica tion	Pearson	-.015	.637**	.338**	-.007	.463**	.206	.419**	.380**	.376**	.195	1
	Correlation Sig. (2-tailed)	.897	.000	.003	.949	.000	.072	.000	.001	.001	.089	

*Table 8: Bivariate Analysis SPSS Results [Crisis and Job Satisfaction]*

Additionally, to the aforementioned results pertinent to the effect of the Crisis in relation to Job Satisfaction, the previous table demonstrates also the correlation of all facets of work satisfaction to the overall construct of Job Satisfaction. We observe that all facets contribute in a statistically significant manner to the formation of Job Satisfaction. Concluding the presentation of the results of the economic crisis on Job Satisfaction, the following table presents the supported and not supported hypothesis of our research relevant to Crisis and Job Satisfaction.

<b>Associated RQ of Thesis</b>	<b>H</b>	<b>Hypothesis Statement</b>	<b>MEASUREMENT INSTRUMENT</b>	<b>Type of Analysis</b>	<b>Variables in Our Analysis</b>	<b>Result</b>
RQ1: Is the aftermath of crisis (in terms of socioeconomic status mobility) related to the teachers' perceptions of Job Satisfaction ?	H1	Crisis and its results, will lead to lower teachers' perceptions of Job Satisfaction.	Job Satisfaction	Bivariate Correlation	Job Satisfaction and PPED*	Not supported
	H1a	Crisis and its results, will lead to lower teachers' perceptions of Pay related Job Satisfaction	PAY (Job Satisfaction)	Bivariate Correlation	PAY (JS) and PPED*	Not supported
	H1b	Crisis and its results, will lead to higher teachers' perceptions of Supervision related Job Satisfaction	SUPERVISION (Job Satisfaction)	Bivariate Correlation	SUPERVISION (JS) and PPED*	Not supported
	H1c	Crisis and its results, will lead to lower teachers' perceptions of	PROMOTION (Job Satisfaction)	Bivariate Correlation	PROMOTION (JS) and PPED*	Not supported



	Promotion related Job Satisfaction.				
H1d	Crisis and its results, will lead to lower teachers’ perceptions of Work Environment Operations related Job Satisfaction.	OPERATING PROCEDURES (Job Satisfaction)	Bivariate Correlation	OPERAT ING PROCED URES (JS) and PPED*	Not supported
H1e	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Organizational Communication related Job Satisfaction.	COMMUNICATI ONS (Job Satisfaction)	Bivariate Correlation	COMMU NICATIO NS (JS) and PPED*	Not supported
H1f	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Benefits related Job Satisfaction.	BENEFITS (Job Satisfaction)	Bivariate Correlation	BENEFIT S (JS) and PPED*	<b>Supported (Significan t at the 0.05)</b>
H1g	Crisis and its results, will lead to higher teachers’ perceptions of Work	CONTINGENT REWARDS (Job Satisfaction)	Bivariate Correlation	CONTIG ENT REWAR DS (JS) and	<b>Supported (Significan t at the 0.05)</b>

	Environment Contingent Rewards related Job Satisfaction.			PPED*	
H1h	Crisis and its results, will lead to higher teachers’ perceptions of Work Environment Co- workers related Job Satisfaction.	CO-WORKERS (Job Satisfaction)	Bivariate Correlation	CO- WORKE RS and PPED*	<b>Supported (Significan t at the 0.05)</b>
H1i	Crisis and its results, will lead to higher teachers’ perceptions to the Work Itself related Job Satisfaction.	NATURE OF WORK (Job Satisfaction)	Bivariate Correlation	NATURE OF WORK and PPED*	Not supported

*Table 9: Hypothesis results relative to Crisis and Job Satisfaction*

In relation to the examination of the personality traits that we all possess and the role they could have on the feelings of Job Satisfaction as measured by our respective instruments, the results of the Linear Regressions conducted indicate that: **(A)** The Personality Characteristics could not predict the feelings of Job Satisfaction as in our case the analysis did not provide support to the respective Hypotheses, **(B)** Although there was no identified connection of the Personality Characteristics to the feelings of Job Satisfaction, a secondary analysis conducted for each of the facet, showed that there were identified facets of Job Satisfaction that related with certain dimensions of the teachers' personality.

The results of the analyses conducted is presented in the following Tables, followed by the table presenting the supported and supported hypothesis of our research relevant to Personality Traits and Job Satisfaction.

Dependent Variable	Model	Standardized Coefficients	t	Sig.	
		Beta			
JOB SATISFACTION	1	(Constant)		12,746	,000
		<b>TIPI Extraversion Dimension</b>	-,209	-1,847	,069
	1	(Constant)		7,628	,000
		<b>TIPI Agreeableness Dimension</b>	-,040	-,350	,727
	1	(Constant)		8,527	,000
		<b>TIPI Conscientiousness Dimension</b>	-,129	-1,128	,263
	1	(Constant)		13,613	,000
		<b>TIPI Emotional Stability Dimension</b>	-,209	-1,852	,068
	1	(Constant)		10,056	,000
		<b>TIPI Openness Dimension</b>	-,142	-1,246	,216

*Table 10: Linear Regression Analysis SPSS Results [Personality Characteristics and Job Satisfaction]*

The previous table presents that there was no significant correlation identified in relation to the effect the personality traits of teachers on Job Satisfaction. However, although no significant results were identified, directed by our research hypotheses we proceed to examine the personality traits with each facet of Job Satisfaction respectively guided by our research hypotheses. The results of the examination are presented in the following table.

COEFFICIENTS					
Dependent Variable Job Satisfaction Facet	Model	Standardized Coefficients	t	Sig.	
		Beta			
PROMOTION	1	(Constant)		6,014	,000
		Conscientiousness	-,231	-2,060	<b>,043</b>
		Conscientiousness = 16,669 -.925* Promotion			
SUPERVISION	1	(Constant)		9,089	,000
		Extraversion	-,246	-2,201	<b>,031</b>
		Extraversion = 24,822 - 1,300* Supervision			
SUPERVISION	1	(Constant)		9,843	,000
		Emotional Stability	-,265	-2,381	<b>,020</b>
		Emotional Stability = 24,774 - 1,241 * Supervision			
SUPERVISION	1	(Constant)		8,652	,000
		Openness	-,318	-2,906	<b>,005</b>
		Openness = 28,314 - 1,636 * Supervision			
CONTIGENT REWARDS	1	(Constant)		6,699	,000
		Conscientiousness	-,321	-2,937	<b>,004</b>
		Conscientiousness = 24552-1,745 * Contigent Rewards			
CO-WORKERS	1	(Constant)		11,374	,000
		Extraversion	-,228	-2,029	<b>,046</b>
		Extraversion = 23,592 - 0,911 * Co-Workers			
NATURE OF WORK	1	(Constant)		4,623	,000
		Openness	,235	2,095	<b>,040</b>
		Openness = 14,460 + 1,127 * Nature of Work			

*Table 11: Linear Regression Analysis SPSS Results [Personality Characteristics and Facets of Job Satisfaction]*

Based on the previous results we see an interesting finding, that the personality trait of Openness to new experience is positively correlated in a statistically significant manner with the Nature of work facet of Job Satisfaction. Another interesting yet contradicting to our

expectations results stemming from the remaining identified significant relationships between specific personality traits and the facets of supervision, contingent rewards and co-workers that show a negative correlation, leading to not being able to support our respective hypothesis. Overall the following table presents the supported and not supported hypothesis relevant to the personality traits and job satisfaction.

<b>Associated RQ of Thesis</b>	<b>H</b>	<b>MEASUREMENT INSTRUMENT</b>	<b>Type of Analysis</b>	<b>Variables in Our Analysis</b>	<b>Result</b>
RQ2: Do teachers' Personality Traits impact teachers' Job Satisfaction Perceptions ?	H2a	NEUROTICISM (TIPI)	Linear Regration	Dependent (Job Satisfaction) and Independent (Neuroticism)	Not supported
	H2b	EXTRAVERSION (TIPI)	Linear Regration	Dependent (Job Satisfaction) and Independent (Extraversion)	Not supported
	H2c	OPENNESS (TIPI)	Linear Regration	Dependent (Job Satisfaction) and Independent (Openness)	Not supported
	H2d	AGGREABLENESS (TIPI)	Linear Regration	Dependent (Job Satisfaction) and Independent (Aggreableness)	Not supported
	H2e	CONSCIENTIOUSNES S (TIPI)	Linear Regration	Dependent (Job Satisfaction) and Independent (Conscientiousnes s)	Not supported
	H2f	NEUROTICISM (TIPI)	Linear Regration	Dependent (Facets of Job Satisfaction) and	Not supported

				Independent (Neuroticism)	
	H2g	EXTRAVERSION (TIPI)	Linear Regration	Dependent (Facets of Job Satisfaction) and Independent (Extraversion)	Not Supported
	H2h	OPENNESS (TIPI)	Linear Regration	Dependent (Facets of Job Satisfaction) and Independent (Openness)	<b>Partially Supported</b>  <i>Nature of Work (Significant at the 0.05)</i>
	H2i	AGGREABLENESS (TIPI)	Linear Regration	Dependent (Facets of Job Satisfaction) and Independent (Aggreableness)	Not supported
	H2j	CONSCIENTIOUSNES S (TIPI)	Linear Regration	Dependent (Facets of Job Satisfaction) and Independent (Conscientiousnes s)	Not Supported

*Table 12: Hypothesis results relative to Personality Characteristics and Job Satisfaction*

Lastly, we conclude the presentation of the results of our analysis with the results provided by the examination relevant to the demographics of our study which showed no significant relations of the demographic variables to the teachers' perceptions of Job Satisfaction. In particular, the teachers gender ( $F(1,75)=0.023$ ,  $p=0.879$ ), his/her educational level achieved ( $F(4,72) = 0.706$ ,  $p = 0.590$ ), whether he/she is employed at kindergarten, primary or secondary education ( $F(2,74) = 0.158$ ,  $p = 0.854$ ), his/her age ( $F(5,71) = 0.688$ ,  $p=0.634$ ) his/her years of

experience as a teacher ( $F(4,72) = 0.706, p = 0.590$ ) or the type of school he/she is employed at ( $F(4,72) = 0.706, p = 0.590$ ) were not found to be statistically significant in their effect to the teachers' perceptions of Job Satisfaction. The following table presents the results relevant to the hypotheses of the Thesis for the demographics of teachers and their effect on Job Satisfaction.

<b>Associated RQ of Thesis</b>	<b>H</b>	<b>MEASUREMENT INSTRUMENT</b>	<b>Type of Analysis</b>	<b>Variables in Our Analysis</b>	<b>Result</b>
RQ3: Do teachers' personal and contextual characteristics impact teachers' job satisfaction?	H3a	AGE (Demographic)	One-Way ANOVA	Dependent ( Job Satisfaction) and Independent (AGE)	Not supported
	H3b	TEACHERS' EDUCATIONAL LEVEL (Demographic)	One-Way ANOVA	Dependent ( Job Satisfaction) and Independent (Educational Level)	Not supported
	H3c	INCOME (SES)	Linear Regration	Dependent ( Job Satisfaction) and Independent (SES)	Not supported
	H3d	EMPLOYMENT TYPE (Demographic)	One-Way ANOVA	Dependent ( Job Satisfaction) and Independent (Employment Type)	Not supported
	H3e	YEARS OF EXPERIENCE (Demographic)	One-Way ANOVA	Dependent ( Job Satisfaction) and Independent (Years of Experience)	Not supported

*Table 13: Hypothesis results relative to Demographic Characteristics and Job Satisfaction*

## 6. Discussion

In this research, relevant to the Greek crisis of the last decade and its impact on Greek teachers, a number of interesting findings occurred which can help shed light on the phenomenon. Key major findings of the research include the observation of the effect the crisis had on teachers' salary during the time of the economic crisis. Furthermore, another major finding of the research is the effect the crisis had on the teachers' Job Satisfaction in relation to their perceptions of the Benefits, the Contingent rewards and the Co-Workers in the work environment. A third and final major finding relates to the personality characteristic of Openness and the effect it had on the teachers' perceptions of the nature of work itself.

Starting for the general observations deriving from our sample we can see that changes occurred in the time of crisis. According to the responses collected, two out of three experienced socio-economic status mobility as they perceived themselves descend to a lower layer in the economic stratum in comparison to where they were prior to the crisis. Almost half of the respondents were classified previously as being in the middle economic layer and after the economic crisis they found themselves to be in the middle-low layer. This observed change is consistent with the observed received income per month of up to 2.000 Euros applicable to the majority of our respondents which is quite small. This observed downwards mobility can be explained by the reform measures, in the period of the Greek economic crisis which were applicable also in the field of education and led to income reductions of up to 44,54% in teachers' salaries during the crisis peak. This vast salary deduction being an outcome of a prolonged economic crisis (Argyro and Tsoukalas, 2011) when prolonged in years can be responsible for descending from an economic layer to lower one. This finding of perceived change in the socio-economic stratum can have important effects and merits further examination as in Greece teaching as a profession is mainly characterized by its' permanency (Liagouraras et al., 2003; Psacharopoulos & Papakonstantinou, 2005) and having teachers believing that they are not even placed in the middle economic class of Greece can lead to negative results in the long-run as we need teachers to feel their compensation is good or at least fair for their profession (something that our results show otherwise). Although a statistically significant correlation was not found between the effects of the crisis to the perceptions of Job Satisfaction's Pay Facet, by



seeing our demographics, we observe that teachers state that they do not feel they are being paid a fair amount for the work they put in (56/77) and we believe that the state (for public) and the school directors (for private) should consider a horizontal raise in the monetary compensations of teachers in order to further support positive feelings towards this facet of Job Satisfaction.

Another major finding of this research relates to the outcome that crisis and its results (in terms of socio-economic mobility), led to higher teachers' perceptions of satisfactions with the fringe benefits derived from their work. Fringe Benefits are the benefits given to employees in parallel (and extending) their salary for their work and are an important part in shaping employees' perceptions of Job Satisfaction (Spector, 1985). Indicative Benefits that can be offered by an organization include stock option, the ability to relocate, health insurance additive to their public insurance (if any) and pension plans additive to the public pension plans (if any). In our case as teachers hold predominately permanent posts in the educational system, we observed that at times of crisis where the wages have been significantly reduced, teachers find themselves satisfied with the benefits they receive from their work, especially those that were struck by the crisis. When crisis has led teachers to descend an economic layer in the socio-economic stratum, maintaining of specific benefits (at least when compared to other lines of work) is a positive outcome within all negative crisis outcomes and that is due to the nature of permanent jobs. A significant benefit that derives from permanent jobs is that health insurance is always secured as there is no fear of job termination and subsequently health coverage termination. Additionally, in permanent jobs the eligibility to receive pension is also secured as once you are appointed you will not be terminated from your post. The importance of the two aforementioned benefits namely Health insurance and Pension plans in cultivating employees' perceptions of Job Satisfaction is identified in previous research efforts that identified these two to be the main two benefits an organization can provide (Artz, 2020) in order to cultivate Job Satisfaction through Fringe Benefits. In private organizations the effect of fringe benefits is evident to the degree that previous work shows that workers are willing to give up part of their salary in exchange for these benefits (Woodbury, 1983). Further research could examine which of the existing fringe benefits given to teachers have a significant effect on their perceptions of job satisfaction.

Furthermore, to Fringe Benefits, another interesting outcome of this research is that crisis and its results (in terms of socio-economic mobility), led to higher teachers' perceptions of

satisfaction with the contingent rewards derived from their work. Contingent Rewards are soft rewards given to employees in the course of their work including the stated appreciation for ones' contribution to the work outcomes as well as the recognition of a work done well (Spector, 1985). In the teachers' case, contingent rewards can come from different directions. Initially recognition of a job well done can come from the students, the principal as well as other teachers in a daily manner. Additionally, stated appreciation for their job can also come from the aforementioned but also from parents seeing the work done with their children. As such, we expect that this source of job satisfaction has not been affected negatively (as pay) and if anything, it has been strengthened especially to teachers that suffered the significant negative change of socio-economic mobility to a lower (than pre-crisis) layer. Besides the contribution of contingent rewards to shaping job satisfaction, previous work has shown that rewarding teachers in particular, with contingent rewards is also an important predictor of teachers' continuance commitment (Cemaloğlu, 2012), personal teaching efficacy (Hipp, 1996) and contribution towards collective efficacy (Dussault, 2008). Although teachers can have a plethora of sources of different types of contingent rewards, the main source is their principal, being their supervisor and their leader in the school premise. Based on the findings of this research, the school principals could be informed to adopt a transformational leadership style (Bogler, 2001; Koh, 1995) as contingent rewards are a predominant factor of that leadership style in order to provide contingent rewards and cultivate teachers' job satisfaction. Further research could examine which types of contingent rewards contribute more to the formation of Job Satisfaction perceptions.

A third major finding of this research is that crisis and its results (in terms of socio-economic mobility), led to higher teachers' perceptions of satisfaction with their co-workers. At times of crisis and especially if everyone is affected by it, we expect that peoples' bonds strengthen. As all teachers holding permanent posts received horizontal pay cuts to their salaries (always relative to their years of service) and substitute teachers also received pay cuts for their annual service, we can observe an equality in the negative effect relevant to the salaries, making all teachers participants in the crisis. However, the equal participation does not mean that the crisis had the same effect on all. Although the majority of our sample found themselves to descend to lower levels of the socio-economic stratum, there were also others that did not present mobility. Results indicated that the ones who were more affected, exhibited a statistically

significant difference to their job satisfaction being met by their relationships with their colleagues, than the ones who were not that much affected by the crisis. As the effect of the socio-economic mobility relates also to the income difference one has before and after the crisis, it is understandable that it is an important factor for job satisfaction. However for education in Greece, previous work also illustrated that although teachers are not satisfied with their monetary compensation their satisfaction derives from the work itself (Koustelios, 2001) encompassing the co-workers relationships and lending support to our findings as well. Additionally, in the context of schools, previous research has shown that the relationships with the co-workers plays indeed a significant role in shaping job satisfaction, as co-workers collaborate towards the same goal as a team (Wall et al., 1986). Not only that, but positive relationships between co-workers can have a direct impact besides on the individuals' job satisfaction to the overall productivity and performance as well (Mohamed, 2005). The present outcome can inform school principals to set up measures and processes in order to cultivate collaboration in team-based settings as well as to nurture healthy relationships among teachers' in their schools. Further research could examine what are the factors driving the relationships among teachers in schools as means to identify potential for improvement.

A last major finding of this research stems from the finding that teachers who scored higher on the personality trait of openness to new experiences also had their job satisfaction met by the work itself in a statistically significant manner. Crisis had an effect on all, and different changes were imposed abruptly. However, the personality traits each individual has and the degree he/she has them, shape the way he/she makes sense of the world and behaves in different contexts and situations. As such, people that score high in openness to new experience are open-minded people (Djigic et al., 2013), intellectually curious (Kothari and Pingle, 2015) and creative in nature (Soto, 2018). These tendencies lead to having a positive attitude towards change (even negative changes such as the changes imposed by an economic crisis) and more importantly exhibit organizational commitment even at tough times (Fernández-Mesa et al., 2019; Kim et al., 2019; Meyer et al., 2019). As the job itself in teachers is a very important factor in shaping Job Satisfaction and in particular more important than monetary compensation (Koustelios, 2001), we observed that teachers who were more open to new experiences and therefore more resilient to change still managed to cope with being satisfied with teaching as a line of work, opposed to the ones that were not open to new experiences. Additionally, when it

comes to teachers, previous research shows that openness to experience as a personality trait can be beneficial for students as well, as it leads to higher engagement in creativity-related teacher-student experiences, as teachers who are open to new experiences usually espouse a creativity-fostering teaching style (Lee and Kemple, 2014). This finding relevant to the openness to new experiences and its effect on job satisfaction with teaching as a profession, is important in the sense that it can inform the education system towards identifying the teachers that have this personality trait and enabling them to work in an environment that supports creative expression and creativity, towards cultivating feelings of job satisfaction. Further research could shed light on other personality traits that are presented in teachers who are already open to new experiences and how they relate to their job satisfaction perceptions.

Having discussed about the major findings relevant to the Economic Crisis results, Job Satisfaction and personality characteristics we can conclude that Job satisfaction as “a pleasurable or positive emotional state” (Locke, 1976 , p. 130) is very important to be cultivated in every organization as well as schools. In order to do so, an organization can take measures relevant to cultivating each different facet of Job Satisfaction, namely: the Work itself, Pay, Promotion, Supervision, Working Conditions and lastly the Organization as a whole (Koustelios, 1991; Koustelios and Bagiatis, 1997) as they form the building blocks of Job Satisfaction (Spector, 1985; 1997).

## 7. Conclusion Limitations and Future Work

The goal of this Master Thesis research was to examine an important phenomenon that occurred in Greece, that of the economic crisis which lasted approximately a decade. During that time of recession, several people lost their jobs and unemployment went to unsustainable numbers, businesses closed down and went bankrupt and the social fabric received a major hit as people and families descended one or more layers in the socio-economic stratum.

This change was the motivation behind our research which aimed to examine and explore the effect that the results of the crisis in terms of socio-economic stratum mobility had on teachers’ perceptions of Job Satisfaction. Education is very important in Greece and teachers are the frontrunners in that race, therefore we aimed to explore whether they were satisfied with their job, taking under consideration what had happened to them during the times of crisis. Our results indicated that although teachers themselves took an important hit by crisis including horizontal

pay cuts of up to 45%+ still they find themselves to be satisfied with different aspects of their job and in particular with the Fringe Benefits, the Contingent Rewards and their Co-Workers. The aforementioned three facets (out of nine that shape Job Satisfaction) were found to be particularly supportive to the teachers that faced a socio-economic stratum descend to a lower layer than the one they were at before the crisis. It turns out that when crisis hits hard to the degree of socioeconomic descent in lower economic layers, teachers appreciate and find themselves satisfied with benefits and contingent rewards that derive from their profession as well as from their relations with their fellow teachers in their school. Furthermore, it was found that at cases the innate personality traits possessed by the teachers also factor in their perceptions of Job Satisfaction and in particular teachers who were more Open to new experiences were more satisfied with teaching itself. The findings of this research help inform the literature pertinent to Job Satisfaction as it examines it under a crisis context in Greece. It also can inform directors of private and public schools that in times of crisis there are still ways that a teacher can be supported and motivated to feel satisfied with their job. Indicative examples include horizontal raises of teachers' monetary compensation, adoption of a transformative leadership style by the principals to support the provision of contingent rewards, extension of fringe rewards to include additional medical coverage and forming a teaching environment that enables teachers who are open to new experiences to cultivate their creativity.

This research is not without limitations; however, limitations are there to guide our future research efforts. An initial limitation stems from the sample. As our goal was to study the phenomenon in relation to teachers, our sample is also consisted with responses submitted only by teachers. As such we aren't able to extract conclusions for other professions in relation to Job Satisfaction as they will have their own intricacies that we could not take under consideration. This constitutes a future research direction where we can examine the effect of the crisis and its relation to other professions as well. Another limitation our study has relates to the sample size. Our initial goal was to collect 100 responses however in the course of the data collection we found out that teachers were reluctant to respond when receiving a questionnaire containing questions relative to income and perceptions about the supervisor, colleagues and their work environment in general. Not only that, but a lot refused to answer as they stated that they could only answer a questionnaire if it was first approved by the ministry of education and then circulated by it internally. This led us to collect 83 questionnaires out of which 80 were valid and

77 were introduced in the analysis. As such we believe that this could be a reason that a lot of hypothesis did not yield statistically significant results as they were extensively researched. Lastly another limitation stems from the methodology and the constructs utilized in the research. Although we aimed to follow a previously validated approach and only utilize formal and previously validated measurement instruments, Job Satisfaction on its own is a very wide concept that can be affected by many different elements. We studied only a portion of them including personality characteristics, and demographics and in relation to the crisis effect. Future research will help us further examine Job Satisfaction and dig deeper into what can form it and how we can support it.

*After all, teachers shape the future of a country and they deserve to feel satisfied while doing it.*

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## 9. APPENDICES

### 9.1 Questionnaire English Version

#### ***Introductory Welcome Text on first page of Google Form***

The present questionnaire relates to the factors that influence the teachers' perceptions of job satisfaction in the field of education. This research is conducted in the context of Master of Science in Management and Organization of Educational Units.

The questionnaire should take about 8-10 minutes and all answers are anonymized and data will be analyzed solely from the researcher.

We would like to thank you in advance for your participation.

Press the Begin the Questionnaire button bellow. [Google Form Button]

#### ***Demographics:***

- Sex: Male/Female
- Age: 18-24, 25-30,31-35, 36-40,41-45, 45+
- Employment Status: I am currently employed as a permanent or substitute teacher: Permanent, Substitute, Not Employed / Other
- Years of Employment: 0-1, 1-5,5-15, 15+
- Education Level on Which you are employed as a teacher: Preschool Education, Primary Education, Secondary Education, Higher Education
- Socioeconomic Status: Monthly Family Income: (a) under 1.000€; (b) 1.000–2.000€; (c) 2.000–3.000€; (d) 3.000–4.000€; (e) between 4.000 and 5.000€; and (f) over 5.000€
- Education level: (a) University Degree, (b) MSc, MA Post-Graduate Degree, (c) Doctorate Degree, (d) Other

**Perceived Personal Economic Descent:** Faced with the current economic situation and thinking about your and your family's situation, do you believe that the economic crisis has made you descend in the social scale? Please mark the option that best reflects your current situation

(1) Yes, I used to be in the upper class, and now I am in the upper-middle class; (2) Yes, I used to be in the upper-middle class, and now I am in the middle class; (3) Yes, I used to be in the middle class, and now I am in the lower-middle class; (4) Yes, I used to be in the lower-middle class, and now I am in the lower class; (5) Yes, I used to be in the lower class, and now I am in a very delicate situation, dreading a fall into poverty; (6) No, the crisis has not made me descend in the social scale; (7) No, the crisis has made me ascend in the social scale; and (8) I prefer not to answer.

**Job Satisfaction Survey:** In the following statements (In the questionnaire they will be mixed according to Spector and not per dimension as seen bellow) provide your opinion in the 7-point Likert scale anchored from 1=Strongly Disagree to 7=Strongly Agree:

**1) PAY**

- a) I feel I am being paid a fair amount for the work I do.
- b) Raises are too few and far between[R].
- c) I feel unappreciated by the organization when I think about what they pay me[R]
- d) I feel satisfied with my chances for salary increases

**2) PROMOTION**

- a) There is really too little chance for promotion on my job [R].
- b) Those who do well on the job stand a fair chance of being promoted
- c) People get ahead as fast here as they do in other places
- d) I am satisfied with my chances for promotion

**3) SUPERVISION**

- a) My supervisor is quite competent in doing his/her job.
- b) My supervisor is unfair to me[R]
- c) My supervisor shows too little interest in the feelings of subordinates[R]
- d) I like my supervisor

**4) BENEFITS**

- a) I am not satisfied with the benefits I receive[R] .
- b) The benefits we receive are as good as most other organizations offer
- c) The benefit package we have is equitable
- d) There are benefits we do not have which we should have[R]

**5) CONTIGENT REWARDS**

- a) When I do a good job, I receive the recognition for it that I should receive.
- b) I do not feel that the work I do is appreciated[R]
- c) There are few rewards for those who work here[R]
- d) I don't feel my efforts are rewarded the way they should be[R]

**6) OPERATING PROCEDURES**

- a) Many of our rules and procedures make doing a good job difficult[R].
- b) My efforts to do a good job are seldom blocked by red tape
- c) I have too much to do at work[R]
- d) I have too much paperwork[R]

**7) CO-WORKERS**

- a) I like the people I work with.
- b) I find I have to work harder at my job than I should because of the incompetence of people I work with[R]
- c) I enjoy my co-workers
- d) There is too much bickering and fighting at work[R]

**8) NATURE OF WORK**

- a) I sometimes feel my job is meaningless[R].
- b) I like doing the things I do at work
- c) I feel a sense of pride in doing my job
- d) My job is enjoyable

**9) COMMUNICATION**

- a) Communications seem good within this organization.
- b) The goals of this organization are not clear to me[R]
- c) I often feel that I do not know what is going on with the organization[R]
- d) Work assignments are often not fully explained[R]

**TUPI – Ten Item Personality Inventory:**

Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other. [1 = Disagree strongly, 2 = Disagree moderately, 3 = Disagree a little, 4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree moderately, 7 = Agree strongly]

I see myself as:

1. \_\_\_\_ Extraverted, enthusiastic.
2. \_\_\_\_ Critical, quarrelsome.
3. \_\_\_\_ Dependable, self-disciplined.
4. \_\_\_\_ Anxious, easily upset.
5. \_\_\_\_ Open to new experiences, complex.
6. \_\_\_\_ Reserved, quiet.
7. \_\_\_\_ Sympathetic, warm.
8. \_\_\_\_ Disorganized, careless.
9. \_\_\_\_ Calm, emotionally stable.
10. \_\_\_\_ Conventional, uncreative.

## 9.2 Questionnaire Greek Version

Το παρόν ερωτηματολόγιο σχετίζεται με τους παράγοντες που επηρεάζουν την αντίληψη των καθηγητών για την εργασιακή τους ικανοποίηση στο πεδίο της εκπαίδευσης. Η συγκεκριμένη έρευνα διεξάγεται στα πλαίσια του ΠΜΣ στην Διοίκηση και Οργάνωση Εκπαιδευτικών Μονάδων.

Το ερωτηματολόγιο θα πρέπει να πάρει περίπου 8-10 λεπτά και όλες οι απαντήσεις είναι ανώνυμες και τα δεδομένα θα αναλυθούν αποκλειστικά από τον ερευνητή.

Θα θέλαμε να σας ευχαριστήσουμε εκ των προτέρων για την συμμετοχή σας.

Πατήστε το κουμπί ακολούθως για να ξεκινήσετε την συμπλήρωση του ερωτηματολογίου.

### **Δημογραφικά στοιχεία:**

- Φύλο: Αρσενικό / Θηλυκό
- Ηλικία: 18-24, 25-30, 31-35, 36-40, 41-45, 45+
- Κατάσταση απασχόλησης: Απασχολούμαι ως μόνιμος ή αναπληρωτής δάσκαλος/ καθηγητής: Μόνιμος, Αναπληρωτής, Δεν εργάζομαι/ Άλλο
- Χρόνια εργασιακής απασχόλησης: 0-1, 1-5, 5-15, 15+
- Μορφωτικό επίπεδο στο οποίο εργάζεστε ως δάσκαλος/καθηγητής: Παιδαγωγός Προσχολικής Αγωγής/ Νηπιαγωγός, Πρωτοβάθμια Εκπαίδευση, Δευτεροβάθμια Εκπαίδευση, Τριτοβάθμια Εκπαίδευση
- Μηνιαίο Οικογενειακό Εισόδημα σε Ευρώ: (α) κάτω 1.000€, (β) 1.000–2.000€, (γ) 2.000–3.000€, (δ) 3.000–4.000€, (ε) between 4.000 and 5.000€, και (ζ) πάνω από 5.000€
- Μορφωτικό επίπεδο: (α) Προπτυχιακό, (β) Μεταπτυχιακό, (γ) Διδακτορικό, (δ) Άλλο

**Perceived Personal Economic Descent** : Ερχόμενοι αντιμέτωποι με την παρούσα οικονομική κατάσταση και σκεπτόμενοι την δική σας και της οικογενείας σας την κατάσταση, πιστεύετε ότι η οικονομική κρίση σας έχει κάνει να κατεβείτε οικονομική κλίμακα; Παρακαλείστε να υποδείξετε την γνώμη που σας αντιπροσωπεύει καλύτερα στην παρούσα κατάσταση

(1) Ναι, άνηκα στην ανώτερη οικονομική τάξη και τώρα είμαι στην ανώτερη-μεσαία τάξη, (2) Ναι, άνηκα στην ανώτερη-μεσαία τάξη και τώρα είμαι στην μεσαία τάξη, (3) Ναι, άνηκα στην μεσαία τάξη και τώρα είμαι στην κατώτερη-μεσαία τάξη, (4) Ναι, άνηκα στην κατώτερη-μεσαία τάξη και τώρα είμαι στην κατώτερη τάξη, (5 ) Ναι, άνηκα στην κατώτερη τάξη και τώρα είμαι σε μια πολύ λεπτεπίλεπτη κατάσταση, αντιμετωπίζοντας την πτώση προς την ανέχεια, (6) Όχι, η οικονομική κρίση δεν με έκανε να κατέβω κοινωνική κλίμακα, (7) Όχι, η κρίση με έκανε να ανέβω στην κοινωνική κλίμακα, (8) Προτιμώ να μην απαντήσω:

**Job Satisfaction Survey**: Στις παρακάτω δηλώσεις παρακαλείστε να παρέχετε την απάντησή σας δηλώνοντας τον βαθμό που συμφωνείτε ή διαφωνείτε χρησιμοποιώντας την επταβάθμια κλίμακα (1- Διαφωνώ Εντόνως με 7- Συμφωνώ Εντόνως)

**PAY**

- α) Νιώθω ότι πληρώνομαι ένα δίκαιο χρηματικό ποσό για την δουλειά που κάνω.
- β) Οι αυξήσεις είναι πού λίγες και με μεγάλες (χρονικές) αποστάσεις μεταξύ τους.
- γ) Αισθάνομαι ότι δεν εκτιμούμαι από τον οργανισμό όταν αναλογίζομαι τι (μισθό) με πληρώνουν.
- δ) Νιώθω ικανοποιημένος/η με τις πιθανότητες αύξησης του μισθού μου.

### **PROMOTION**

- α) Υπάρχουν πάρα πολύ λίγες πιθανότητες για προαγωγή στην δουλειά μου.
- β) Αυτοί που τα καταφέρνουν στην δουλειά έχουν μια δίκαιη πιθανότητα προαγωγής.
- γ) Οι άνθρωποι προοδεύουν εδώ τόσο γρήγορα όσο και σε άλλα μέρη.
- δ) Είμαι ικανοποιημένος/η με τις πιθανότητες που έχω για προαγωγή.

### **SUPERVISION**

- α) Ο προϊστάμενός / Η προϊσταμένη μου είναι αρκετά ικανός/η στο να κάνει την δουλειά του/της.
- β) Ο προϊστάμενός / Η προϊσταμένη μου δεν είναι δίκαιος/η με εμένα.
- γ) Ο προϊστάμενός / Η προϊσταμένη μου δείχνει πολύ λόγο ενδιαφέρον για τα συναισθήματα των υφισταμένων του.
- δ) Συμπαθώ τον προϊστάμενό μου / την προϊσταμένη μου.

### **BENEFITS**

- α) Δεν είμαι ικανοποιημένος/η με τα προνόμια που λαμβάνω.
- β) Τα προνόμια που λαμβάνουμε είναι το ίδιο καλά με εκείνα που προσφέρουν άλλοι οργανισμοί.
- γ) Το πακέτο προνομίων που έχουμε είναι δίκαιο.
- δ) Υπάρχουν προνόμια που δεν έχουμε τα οποία θα έπρεπε να έχουμε.

### **CONTINGENT REWARDS**

- α) Όταν κάνω καλά την δουλειά μου, λαμβάνω την αναγνώριση που θα έπρεπε να λάβω.
- β) Δεν αισθάνομαι ότι η δουλειά που κάνω εκτιμάται.
- γ) Υπάρχουν πολύ λίγες ανταμοιβές για αυτούς που εργάζονται εδώ.
- δ) Δεν αισθάνομαι ότι οι προσπάθειές μου ανταμείβονται με τον τρόπο τον οποίο θα έπρεπε.

### **OPERATING PROCEDURES**

- α) Πολλοί από τους κανόνες και τις διαδικασίες μας, μας παρεμποδίζουν στο να γίνει καλά η δουλειά.
- β) Οι προσπάθειες μου να κάνω καλά την δουλειά μου πολύ συχνά μπλοκάρονται από την γραφειοκρατία
- γ) Έχω πάρα πολλά πράγματα να κάνω στην δουλειά.
- δ) Έχω πάρα πολύ δουλειά γραφείου.

### **CO-WORKERS**

- α) Συμπαθώ τους ανθρώπους με τους οποίους εργάζομαι.
- β) Διαπιστώνω ότι πρέπει να εργαστώ σκληρότερα στην δουλειά μου από ότι θα έπρεπε λόγω της ανικανότητας των ανθρώπων με τους οποίους δουλεύω μαζί.
- γ) Απολαμβάνω τους συναδέλφους μου.

δ) Υπάρχει πολύ διαμαρτυρία και καβγάδες στην δουλειά.

### **NATUREOFWORK**

- α) Μερικές φορές αισθάνομαι ότι η δουλειά που κάνω δεν έχει νόημα (ή δεν έχει κανένα νόημα).
- β) Μου αρέσει να κάνω τα πράγματα που κάνω στην δουλειά.
- γ) Αισθάνομαι μια αίσθηση υπερηφάνειας κάνοντας την δουλειά μου.
- δ) Η δουλειά μου είναι ευχάριστη.

### **COMMUNICATION**

- α) Οι επικοινωνίες φαίνονται καλές μέσα στην οργανισμό.
- β) Οι στόχοι αυτού του οργανισμού δεν είναι ξεκάθαροι σε εμένα.
- γ) Πολύ συχνά αισθάνομαι ότι δεν γνωρίζω τι συμβαίνει στον οργανισμό.
- δ) Οι ανατιθέμενες εργασίες πολλές φορές δεν εξηγούνται ολοκληρωτικά.

**TIPI – Ten Item Personality Inventory:** Παρακάτω παρατίθενται μερικά χαρακτηριστικά της προσωπικότητας που μπορεί να σας ταιριάζουν ή όχι. Παρακαλώ γράψτε έναν αριθμό δίπλα σε κάθε πρόταση για να δηλώσετε σε ποιο βαθμό συμφωνείτε ή διαφωνείτε με αυτή την πρόταση. Αξιολογήστε σε ποιο βαθμό το ζεύγος των χαρακτηριστικών σας ταιριάζει, ακόμη και εάν το ένα χαρακτηριστικό σας ταιριάζει περισσότερο από το άλλο: 1=Διαφωνώ απόλυτα, 2=Διαφωνώ αρκετά, 3=Διαφωνώ κάπως, 4=Ούτε διαφωνώ, ούτε συμφωνώ, 5=Συμφωνώ κάπως, 6=Συμφωνώ αρκετά, Συμφωνώ απόλυτα.

Θεωρώ τον εαυτό μου:

1

1. \_\_\_\_\_ Εξωστρεφή, ενθουσιώδη
2. \_\_\_\_\_ Επικριτικό, εριστικό
3. \_\_\_\_\_ Κάποιον που μπορείς να βασιστείς πάνω του, πειθαρχημένο
4. \_\_\_\_\_ Αγχώδη, που ταράζεται εύκολα
5. \_\_\_\_\_ Ανοιχτό σε νέες εμπειρίες, πολυσύνθετο
6. \_\_\_\_\_ Μαζεμένο, ήσυχο
7. \_\_\_\_\_ Συμπονετικό, εγκάρδιο
8. \_\_\_\_\_ Ανοργάνωτο, απρόσεκτο
9. \_\_\_\_\_ Ήρεμο, συναισθηματικά σταθερό
10. \_\_\_\_\_ Συμβατικό, μη δημιουργικό