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Academic teachers' burnout and job satisfaction during the COVID-19 pandemic. A comparative analysis of teachers' perspective located in Greek and Dutch institutions

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Abstract

The COVID-19 pandemic undoubtedly affected all aspects of our daily lives worldwide. Each country on the planet has set its measures to protect and restrict the freedom of the individual to be protected. In this context, distance work and education have been significantly utilized. However, several studies show that these changes have created psychological and social problems in the population. In this paper, we examine the perspective of academic teachers concerning distance education during the pandemic. In addition, we examine the burnout level of the teachers and their overall academic satisfaction. Our sample consists of academic teachers residing in Greece and in The Netherlands, to carry out a comparative study between the two countries. 207 respondents participated (n: 112 Greeks, m: 95 Dutch) filling in a 54-statements survey regarding job satisfaction and burnout levels. Results show an overall good to very good satisfaction regarding the work conditions, but a quite high percentage of burnout danger (more than 77% for both countries).

Keywords: Burnout, job satisfaction, academic wellbeing, comparative analysis