

“Burnout among administrative staff in the Greek Ministry of Education: The role of demographic factors, job satisfaction, and turnover intention”

AUTHORS	Anna Krompa   Alina Hyz  
ARTICLE INFO	Anna Krompa and Alina Hyz (2025). Burnout among administrative staff in the Greek Ministry of Education: The role of demographic factors, job satisfaction, and turnover intention. <i>Problems and Perspectives in Management</i> , 23(4), 48-60. doi: 10.21511/ppm.23(4).2025.04
DOI	http://dx.doi.org/10.21511/ppm.23(4).2025.04
RELEASED ON	Wednesday, 15 October 2025
RECEIVED ON	Friday, 06 June 2025
ACCEPTED ON	Thursday, 18 September 2025
LICENSE	 This work is licensed under a Creative Commons Attribution 4.0 International License
JOURNAL	"Problems and Perspectives in Management"
ISSN PRINT	1727-7051
ISSN ONLINE	1810-5467
PUBLISHER	LLC “Consulting Publishing Company “Business Perspectives”
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”



NUMBER OF REFERENCES

42



NUMBER OF FIGURES

0



NUMBER OF TABLES

4

© The author(s) 2025. This publication is an open access article.



BUSINESS PERSPECTIVES



LLC "CPC "Business Perspectives"
Hryhorii Skovoroda lane, 10,
Sumy, 40022, Ukraine
www.businessperspectives.org

Type of the article: Research Article

Received on: 6th of June, 2025

Accepted on: 18th of September, 2025

Published on: 15th of October, 2025

© Anna Krompa, Alina Hyz, 2025

Anna Krompa, M.Sc., Ph.D. Student,
Department of Accounting and
Finance, School of Business, Economic
and Social Sciences, University of West
Attica, Greece. (Corresponding author)

Alina Hyz, Dr., Professor, Department
of Accounting and Finance, School
of Business, Economic and Social
Sciences, University of West Attica,
Greece.

Anna Krompa (Greece), Alina Hyz (Greece)

BURNOUT AMONG ADMINISTRATIVE STAFF IN THE GREEK MINISTRY OF EDUCATION: THE ROLE OF DEMOGRAPHIC FACTORS, JOB SATISFACTION, AND TURNOVER INTENTION

Abstract

Burnout in the education sector has been extensively studied. Yet most research has focused on teaching staff, overlooking the experiences of administrative employees, despite their crucial role in implementing education policy. This study investigates the levels and correlates of burnout among administrative staff in the Greek Ministry of Education. It examines how demographic characteristics shape burnout dimensions and how burnout influences job satisfaction and turnover intention. Data were collected in 2023 through an electronic survey, reaching 40.2% of the Ministry's workforce. Burnout was measured using the Maslach Burnout Inventory – General Survey (MBI-GS), job satisfaction with the Job Descriptive Index (JDI) and Job in General (JIG) scales, and turnover intention with custom-developed items. Results show moderate levels of exhaustion ($M = 3.20$) and cynicism ($M = 2.82$), while professional efficacy was high ($M = 4.90$), suggesting that staff remain committed despite institutional strain. Burnout was negatively correlated with job satisfaction (e.g., $\rho = -0.651$ for cynicism and satisfaction with work; $\rho = -0.550$ for exhaustion and satisfaction with the job in general), and positively associated with turnover intention. Tenure, education level, and gender were significantly associated with burnout dimensions ($p < 0.05$), while age showed no effect. By focusing on administrative staff, this study contributes new insights into an underexplored professional group in public education. Findings underline the systemic roots of burnout in the Greek public administration and highlight the need for structural HR reforms to foster employee well-being and organizational effectiveness.

Keywords

burnout, job satisfaction, turnover intention, administration, education

JEL Classification

I28, H75, M12

INTRODUCTION

Burnout is a significant concern in professions characterized by pressing emotional and organizational demands, with education being among the most frequently studied sectors (Maslach & Leiter, 2016). It is commonly described as a multidimensional syndrome comprising emotional exhaustion, depersonalization or cynicism, and a reduced sense of personal efficacy (Maslach et al., 2001). These dimensions have been shown to impair not only the psychological well-being of employees but also their performance and engagement with work.

Research in educational settings has traditionally focused on teachers, emphasizing stressors such as student misbehavior, classroom overcrowding, and limited autonomy. However, considerably less attention has been paid to administrative staff, despite their pivotal role in policy implementation, human resource management, and organiza-



This is an Open Access article, distributed under the terms of the [Creative Commons Attribution 4.0 International license](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted re-use, distribution, and reproduction in any medium, provided the original work is properly cited.

Conflict of interest statement:

Author(s) reported no conflict of interest

tional support. Administrative employees frequently operate within inflexible bureaucratic structures, face high workloads and limited career mobility, and often receive inadequate institutional recognition. Such conditions may produce distinct burnout patterns compared to teachers, yet models and interventions are often generalized across professions, overlooking sector-specific stressors (Schaufeli & Taris, 2014). This issue is particularly relevant in national education systems with complex bureaucratic structures, such as Greece.

In the Greek Ministry of Education, administrative staff are responsible for supporting all levels of the education system and implementing reforms under conditions of resource constraints and political interference. These factors intensify occupational stress, while demographic characteristics such as age, gender, tenure, and education may further shape burnout experiences (Schaufeli & Bakker, 2004), although previous findings remain inconsistent.

Despite their central role in education systems, administrative staff remain largely absent from burnout research. This lack of systematically collected evidence limits a comprehensive understanding of occupational stress in educational bureaucracies and constrains the development of effective organizational interventions. Situating the present study within this broader scientific problem highlights the need to examine how burnout manifests among administrative employees in the Greek public sector.

1. LITERATURE REVIEW AND HYPOTHESES

Understanding the nature of burnout is crucial for exploring its impact on administrative employees in the Greek public sector. The concept was first introduced in the 1970s in relation to human service professionals, and has since evolved into a well-established psychological construct (Maslach et al., 2001). Burnout is broadly defined as a prolonged response to chronic workplace stressors, particularly when employees experience a perceived mismatch between job demands and resources.

Maslach's three-dimensional model remains one of the most influential frameworks, conceptualizing burnout as:

- Exhaustion, reflecting the depletion of emotional or physical energy;
- Cynicism (or depersonalization), indicating psychological distance from work or clients;
- Reduced professional efficacy, which captures diminished confidence in one's work achievements.

This model has been widely validated across occupational sectors, including education and health-care. Recent instruments, such as the MBI-General

Survey (MBI-GS), have expanded their applicability beyond "people work," making them suitable for administrative and organizational roles.

Burnout has been linked to a wide range of negative outcomes at the individual level (e.g., psychological distress, somatic complaints, and absenteeism), and at the organizational level (e.g., low job satisfaction, turnover intention, and reduced service quality) (Schaufeli & Enzmann, 1998). These effects highlight the importance of addressing burnout not only as a personal issue but as a broader organizational challenge requiring structural responses.

Although the three burnout dimensions apply in many workplaces, how burnout appears can differ depending on the job. For example, in roles with a lot of emotional interaction, stress may come from dealing with clients or students. In contrast, administrative employees may experience stress due to unclear roles, a lack of decision-making power, or rigid procedures. These differences mean that burnout must be understood within context, and solutions must be tailored to the specific challenges of each occupational setting.

The teaching profession has long been associated with high levels of burnout due to its high-pressure and demanding nature. Specifically, teachers experience higher levels of emotional exhaustion and

personal accomplishment compared to other helping service professionals, a tendency attributed to the intensity of daily interactions with peers and students, and the lack of varied workloads or challenging environments (J.C. Sarros & A.M. Sarros, 1987; Inbar-Furst & Gumpel, 2015). Excessive time demands, large class sizes, and overcrowded classrooms, along with a lack of sufficient teaching materials, are all significant stressors for teachers (Cunningham, 1983). Furthermore, a lack of support from administrators or colleagues, combined with limited involvement in decision-making, often leads to frustration (Starnaman & Miller, 1992; Sari, 2004). This reflects a culture where accountability is emphasized over support, placing disproportionate emotional burdens on individual teachers.

Moreover, long working hours, inflexible schedules, and excessive non-teaching duties, coupled with personal responsibilities such as family and childcare, result in negative outcomes like psychological strain, reduced job and life satisfaction, and overall diminished well-being (Kara, 2020). Ultimately, stress may lead to emotional exhaustion in teachers, which could be associated with depersonalization and a sense of reduced personal accomplishment. These effects may result in physical and mental strain, reduced job satisfaction, diminished teaching efficacy, and impaired overall job performance. Such patterns raise concerns not only for individual well-being but for the long-term sustainability of education systems.

Burnout among teachers in Greece has been the subject of several empirical studies, although findings are not always consistent across contexts.

Koustelios (2001) reported low levels of burnout in a sample of 100 teachers, a finding that was corroborated by more recent research conducted by Karavasilis (2019), who also identified low levels of burnout. Similarly, A. Koustelios and N. Koustelios (2001) found low burnout among teachers in Thessaloniki. Research on physical education teachers (Koustelios & Tsigilis, 2005) and secondary special education teachers (Kouli et al., 2015) also showed low levels of burnout, possibly due to job security, stable working conditions, and tenure status. Another study examining the relationship between job stress and burnout among second-

ary school teachers similarly reported low levels of burnout. This outcome could be attributed to the supportive culture that permeates Greek society, as well as the existence of certain benefits in the teaching profession (Stagia & Iordanidis, 2014).

On the contrary, a sample of 178 preschool teachers revealed above-average levels of emotional exhaustion (Tsigilis et al., 2006), suggesting that burnout may be more pronounced in early childhood education settings. Similarly, research on a sample of 127 full-time teachers in special classes in public schools and special schools in northern Greece revealed moderate to low levels of burnout; the main stressors identified included teaching in classes with different categories of special learning needs, organizing and implementing the curriculum, evaluating, and collaborating with other professionals and parents (Platsidou & Agaliotis, 2008).

In sum, these findings are encouraging: burnout levels in Greek education settings are generally low, and the profession does not foster dysfunctional psychological or behavioral responses. However, this consistently positive picture may reflect a combination of contextual protections, such as permanent employment and strong job security, rather than the absence of workplace stressors *per se*. Moreover, many of these studies were based on relatively small or localized samples, and few directly examined the impact of broader systemic challenges, such as prolonged austerity or institutional rigidity. While the findings suggest that social support and employment stability may buffer against burnout, further research is needed to explore how these protective factors operate in the administrative part of education.

Burnout in public administration, on the other hand, is a complex issue that arises from a variety of organizational, job-related, and individual stressors. Each of these factors compounds the others, creating a particularly challenging environment for public sector employees.

First, one of the main contributors is workload and bureaucratic burdens. High job demands, both quantitative, such as overload and time pressure, and qualitative, including job role inconsistency and ambiguity, coupled with limited autonomy, significantly contribute to burnout (Maslach

et al., 2001). Bureaucratic inefficiencies, such as complex procedures, redundant approvals, and slow decision-making, add to employee frustration (Tummers et al., 2015). Additionally, changes like downsizing and mergers can negatively affect employee well-being, further intensifying stress (Maslach et al., 2001).

Second, conflicting demands are another antecedent frequently cited in the literature. Public sector employees often face severe criticism and experience contradictory expectations from multiple stakeholders, including government officials, the media, and the public. This leads to role conflict, which is a key predictor of burnout (Schaufeli & Taris, 2014). The lack of control over work decisions and available resources also exacerbates stress, making it more difficult for employees to manage their responsibilities effectively (Leiter & Maslach, 2003). Evidence from a longitudinal study among public servants in Israel further supports this idea, showing that supervisor compassion within a supportive work environment was negatively associated with burnout (Eldor, 2018), emphasizing the protective role of empathetic leadership. The constant pressure to meet the needs and demands of the public, especially when resources are limited, can lead to emotional exhaustion, a key component of burnout. Furthermore, work-life imbalance is a major contributor to burnout. The conflict between work and family demands – such as long hours, inflexible schedules, and family responsibilities – creates psychological strain and reduces both job and life satisfaction, ultimately decreasing overall well-being (Byron, 2005).

Third, political and organizational pressures appear to play a significant role in burnout. Frequent shifts in government priorities or leadership can create instability, which may elevate stress levels. Political interference in administrative decisions, such as appointments or promotions based on political affiliations rather than merit, has the potential to foster frustration and diminish motivation. Job insecurity for those with no permanent employment contract is another distressing aspect of work in public administration (De Witte, 1999).

In sum, burnout in public administration is not merely a response to individual stressors but the result of deep-rooted structural deficiencies.

Addressing it requires more than resilience training or isolated well-being initiatives; it calls for a systemic rethinking of organizational design, resource allocation, and leadership accountability in the public sector. Despite this extensive body of research, little attention has been given specifically to administrative staff in the field of education, a gap this study seeks to address.

Empirical research focusing on Greek public administration remains limited. Existing studies have predominantly examined burnout in the health and education sectors, particularly among teachers and healthcare workers, leaving administrative roles largely underexplored. This gap is particularly notable at the ministerial level, where bureaucratic complexity and centralized decision-making may produce distinct stressors.

Regarding the role of demographic factors in burnout, previous research has yielded mixed results, suggesting that personal characteristics alone may not consistently predict the syndrome across various occupational settings (Kim et al., 2011; Schaufeli et al., 2009). Nevertheless, examining variables such as age, gender, tenure, and educational attainment remains crucial for understanding how burnout manifests in specific professional contexts, especially within the public sector.

Age has often been associated with burnout, particularly in early career stages. Some researchers argue that younger employees may experience greater emotional exhaustion due to unmet expectations or lack of role clarity during the socialization process. However, findings are not consistent. For example, a study by Serin and Balkan (2014) found a negative relationship between age and depersonalization, but no significant link with emotional exhaustion or reduced personal accomplishment. Conversely, Meeusen et al. (2010) reported that depersonalization increased with age in nurse anesthetists, highlighting the complex nature of the relationship.

Gender differences in burnout also appear inconsistent. Women generally report higher levels of emotional exhaustion, while men tend to score higher on depersonalization (Maslach & Jackson, 1985). These patterns are often attributed to traditional gender roles and work-life balance

pressures. Yet, studies such as that of Zhen et al. (2023) have shown that men may experience higher emotional exhaustion and depersonalization in the teaching profession, challenging gender-based assumptions. Similarly, a study among medical residents (Salpigktidis et al., 2016) found gender differences, with women showing more emotional exhaustion and men higher personal accomplishment.

Education level has been associated with both protective and risk effects. According to the MBI manual (Schaufeli & Enzmann, 1998, p. 77), individuals with either very low or very high levels of education may be more vulnerable to emotional exhaustion. Highly educated professionals may experience greater burnout due to increased responsibilities and unfulfilled expectations (Maslach et al., 2001).

Tenure has shown a more consistent inverse relationship with burnout. Employees with shorter tenure often report higher burnout, possibly due to a lack of familiarity with organizational procedures and support systems (Burke & Richardsen, 2001). A meta-analysis by Brewer and Shapard (2004) confirmed a modest negative association between experience and burnout. However, other studies suggest that burnout may also occur later in a career (Aydin & Tekiner, 2016).

Taken together, these findings suggest that burnout is shaped by an interaction of personal and organizational factors. In the context of the Greek public administration, where rigid hierarchies, limited career mobility, and political interference prevail, demographic variables may interact with institutional conditions to influence burnout differently than in other sectors. Understanding these relationships is essential for developing targeted interventions.

When examined in relation to other constructs, burnout has been widely associated with both diminished job satisfaction and increased turnover intention. Emotional exhaustion and a perceived lack of accomplishment are commonly found to undermine employees' positive attitudes toward work, while also contributing to disengagement and the desire to leave the organization (Schaufeli & Enzmann, 1998; Matin et al., 2012).

Although job satisfaction is often treated as a consequence of burnout, the relationship is complex and context-dependent. For instance, Gupta et al. (2018) reported that emotional exhaustion and reduced personal accomplishment significantly predicted job dissatisfaction in Indian bank employees, while cynicism had no significant effect. Similar findings have been observed in healthcare and sales settings, where burnout predicted job satisfaction among nurse anesthetists (Meeusen et al., 2010) and sales professionals (Shepherd et al., 2011). However, other studies, such as Khdour et al. (2015) in Jordan, suggest that the relationship between burnout and job satisfaction may be weaker or confined to specific burnout dimensions, depending on the organizational context.

The connection between burnout and turnover intention, the cognitive process through which employees consider leaving, is even more robust. Lee and Ashforth (1996) found that emotional exhaustion ($r_c = 0.44$) and depersonalization ($r_c = 0.31$) were positively correlated with intention to leave, while personal accomplishment was negatively correlated ($r_c = -0.16$). On the other hand, according to Kahill (1988), who reviewed research data from the period 1974–1984 on symptoms of burnout in human service professionals, employee turnover is strongly associated with burnout. Although burnout is positively associated with actual employee turnover, this relationship appears weaker than its link with turnover intention. This suggests that many employees experiencing burnout may remain in their positions despite a desire to leave.

Burnout often creates long-term costs for organizations, since it reduces employee engagement and may eventually require the replacement of demotivated staff. In public administration, where recruitment cycles are slow and expertise is often concentrated, such losses can be particularly damaging.

The overall aim of the study is to explore how demographic factors relate to burnout dimensions and how burnout, in turn, affects job satisfaction and turnover intention.

Based on the literature reviewed above, the following hypotheses are proposed:

H1: *Employees who are younger and have shorter job tenure are more likely to experience higher levels of burnout. In contrast, gender and education level are expected to have limited predictive value.*

H2: *Burnout is negatively associated with job satisfaction.*

H3: *Burnout is positively associated with turnover intention.*

By shifting attention from teaching personnel to administrative staff, the study addresses a significant gap in literature. It seeks to generate context-specific evidence that can inform policymaking and human resource strategies in the Greek public sector, where issues such as organizational rigidity, resource limitations, and occupational stress are prevalent but understudied.

2. METHODS

This study employed a quantitative, cross-sectional survey design, which allows for the systematic collection of data from a large sample within a specified time frame and is appropriate for examining relationships between psychological constructs and demographic variables.

The target population included all administrative staff employed at the central services of the Greek Ministry of Education. The survey was fully anonymous and designed to eliminate any possibility of personal identification. Responses were submitted through a secure online platform, and no personally identifiable information was collected. Participation was entirely voluntary, and participants were informed that their data would be used solely for analytical and academic purposes.

Data were collected using a structured electronic questionnaire, consisting of four sections.

Burnout was assessed using the Maslach Burnout Inventory – General Survey (MBI-GS, Copyright © 1996 Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc. www.mindgarden.com), a validated instrument designed for occupations without direct cli-

ent interaction. The tool includes 16 items rated on a 7-point Likert scale ranging from 0 (never) to 6 (every day) and measures three core dimensions: exhaustion, cynicism, and professional efficacy. Sample items include: “I feel emotionally drained from my work,” “I doubt the significance of my work,” and “In my opinion, I am good at my job.”

Job satisfaction was measured using the Job Descriptive Index (JDI) and the Job in General (JIG) scales. These instruments evaluate satisfaction across multiple job facets and overall job experience, and have demonstrated robust psychometric properties (Lake et al., 2010). The JDI measures five facets of job satisfaction: work, pay, promotion, supervision, and people, each with either 9 or 18 items. The JIG measures overall job satisfaction with 18 items. Both JDI/JIG scales use a Y/N/? response format. A sample item from the JDI Work facet is “Stimulating,” while a sample item from the JDI People facet is “Boring.”

Turnover intention was assessed with custom-developed items reflecting employees’ intentions to stay or leave the organization. Although these items were not validated through prior studies, they were informed by existing literature. The questionnaire was developed because most prior work measures turnover intention using a single item or very few statements, and no widely accepted measurement tool currently exists. Two of the seven original items were employed in the present study to capture external and internal turnover intentions: “I seek opportunities to transfer to another agency within the public sector” and “I seek opportunities to transfer to another position within the organization.” Responses were recorded on a 5-point Likert scale ranging from never (1) to always (5).

Demographic information included variables such as age, gender, tenure, and education level.

The sample consisted of 437 administrative employees of the Greek Ministry of Education. The demographic characteristics are summarized in Table 1. Most participants were women (70.94%) and belonged to the 40–59 age group (86.49%). A high percentage of respondents held postgraduate (55.38%) or university degrees (28.60%), while most had over 10 years of tenure at the Ministry.

Table 1. Demographic characteristics of the sample ($N = 437$)

Variable	Categories	N (%)
Gender	Male	27.92%
	Female	70.94%
	Prefer not to respond	1.14%
Age Group	20–29	0.46%
	30–39	6.41%
	40–49	40.27%
	50–59	46.22%
	60+	6.64%
	>5	16.48%
Tenure in Ministry (years)	6–10	15.79%
	11–20	38.90%
	21–30	22.43%
	30+	6.41%
	>5	16.48%
Education Level	Secondary	5.49%
	Technological	4.81%
	University	28.60%
	Postgraduate	55.38%
	Ph.D.	5.72%

The dataset derives from the author's doctoral dissertation and has not been published elsewhere in journal form. Moreover, due to copyright restrictions, the full version of the MBI-GS cannot be reproduced here. However, sample items are reported above, and full access to the instrument is available from its publisher (MindGarden, Inc.). The full pool of researcher-developed turnover intention items (seven in total) can be obtained from the corresponding author upon reasonable request.

Data collection took place in 2023, a period marked by the resumption of routine administrative operations following the post-COVID-19 era, and was formally supported by the Human Resources Department of the Ministry, which sent the initial invitation to all employees. General reminders were also sent by the research team using publicly available contact information. Prior to participation, respondents received a brief description of the study's purpose, confidentiality assurances, and contact information for further clarification. By proceeding to the survey, they indicated informed consent. Ethical approval was granted by the Ethics Committee of the University of West Attica (reference number: 16279/2023).

Data analysis was conducted using IBM SPSS Statistics (version 24). Descriptive statistics were calculated to summarize participants' demographic characteristics and scale responses. Given

that the Kolmogorov–Smirnov test indicated non-normal distributions, non-parametric tests were applied:

- Kruskal–Wallis test was used to identify statistically significant differences across three or more groups, based on ranks rather than means.
- Spearman's rank correlation test indicated the strength and direction of the monotonic relationship between two variables.

These methods were selected to ensure valid inferences despite non-normality and ordinal-scale data.

3. RESULTS

Table 2 presents descriptive statistics for burnout and job satisfaction dimensions. Among the three burnout dimensions, exhaustion had the highest mean score ($M = 3.20$), followed by cynicism ($M = 2.82$), while professional efficacy was high ($M = 4.90$), suggesting that participants had a positive view of their job performance. As for job satisfaction, participants reported relatively high satisfaction with supervision ($M = 39.88$), people ($M = 34.74$), and the job in general ($M = 34.29$). On the contrary, satisfaction with pay ($M = 16.92$) and promotion opportunities ($M = 12.77$) received the lowest satisfaction scores.

Regarding the intention to transfer to another public agency (external mobility), 39.59% of participants responded "sometimes," 27% "rarely," and only 8.01% "always." As for the intention to transfer to another position within the Ministry (internal mobility), 32.72% responded "sometimes," 28.83% "rarely," while only 13.04% reported that they were actively (often or always) looking for another internal position. These findings suggest that most employees were not actively pursuing mobility, especially within the Ministry.

To test Hypothesis 1, the Kruskal–Wallis test for k independent samples was applied to examine associations between burnout dimensions and demographic variables. Statistically significant results are presented in Table 3.

Table 2. Descriptive statistics of job satisfaction and job burnout indicators

Burnout/Satisfaction dimensions	N	Minimum	Maximum	Mean	Std. Deviation
Exhaustion	437	0.00	6.00	3.2014	1.35718
Cynicism	437	0.00	6.00	2.8211	1.77260
Professional efficacy	437	1.50	6.00	4.9001	0.98991
Satisfaction with work itself	437	0.00	54.00	30.3112	14.67255
Satisfaction with pay	437	0.00	54.00	16.9199	13.71082
Satisfaction with opportunities for promotion	437	0.00	54.00	12.7735	13.86820
Satisfaction with supervision	437	0.00	54.00	39.8879	14.24181
Satisfaction with people	437	0.00	54.00	34.7368	15.86444
Satisfaction with the job in general	437	0.00	54.00	34.2906	13.59929

Table 3. Kruskal–Wallis test of scale questions and categorical questions

Categorical questions	Scale questions	P-value
Age	Satisfaction with people	0.010
	Cynicism	0.006
Gender	Professional efficacy	0.001
	Satisfaction with opportunities for promotion	0.000
Tenure	Exhaustion	0.001
	Professional efficacy	0.000
	Satisfaction with pay	0.004
	Satisfaction with supervision	0.008
Education	Cynicism	0.002
	Professional efficacy	0.034
	Satisfaction with work	0.001
	Satisfaction with pay	0.000
	Satisfaction with opportunities for promotion	0.000
	Satisfaction with supervision	0.000
	Satisfaction with people	0.000
	Satisfaction with the job in general	0.000
Turnover intention: Outside the organization	Exhaustion	0.000
	Cynicism	0.000
	Professional efficacy	0.000
	Satisfaction with work	0.000
	Satisfaction with pay	0.000
	Satisfaction with opportunities for promotion	0.000
	Satisfaction with people	0.000
Turnover intention: Within the organization	Satisfaction with the job in general	0.000
	Exhaustion	0.001
	Cynicism	0.000
	Professional efficacy	0.007
	Satisfaction with work	0.000
	Satisfaction with pay	0.010
	Satisfaction with opportunities for promotion	0.000
Satisfaction with supervision	0.000	
Satisfaction with people	0.000	
Satisfaction with the job in general	0.000	

Age was not significantly associated with any burnout dimension. Gender showed significant associations with cynicism ($p = 0.006$) and professional efficacy ($p = 0.001$). Job tenure was significantly associated with exhaustion ($p = 0.001$) and professional efficacy ($p = 0.000$). Education level was significantly related to cynicism ($p = 0.002$) and professional efficacy ($p = 0.034$). Therefore, Hypothesis 1 is partially accepted.

While age was not associated with burnout, tenure, gender, and education were each significantly related to two burnout dimensions.

To test Hypothesis 2, the correlation between the three dimensions of burnout and the job satisfaction facets is examined using the Spearman test, which yields the results shown in Table 4.

Table 4. Spearman index correlation

Burnout dimensions (1-3) Job satisfaction facets (4-9)	Correlation/ Significance	1.	2.	3.	4.	5.	6.	7.	8.	9.
1. Exhaustion	Spearman Correlation	1								
	Sig. (2-tailed)									
2. Cynicism	Spearman Correlation	0.59	1							
	Sig. (2-tailed)	0.000								
3. Professional efficacy	Spearman Correlation	-0.231	-0.411	1						
	Sig. (2-tailed)	0.000	0.000							
4. Satisfaction with work	Spearman Correlation	-0.420	-0.651	0.448	1					
	Sig. (2-tailed)	0.000	0.000	0.000						
5. Satisfaction with pay	Spearman Correlation	-0.211	-0.078	-0.059	0.171	1				
	Sig. (2-tailed)	0.000	0.102	0.222	0.000					
6. Satisfaction with promotion	Spearman Correlation	-0.151	-0.251	0.146	0.416	0.374	1			
	Sig. (2-tailed)	0.002	0.000	0.002	0.000	0.000				
7. Satisfaction with supervision	Spearman Correlation	-0.194	-0.210	0.238	0.332	-0.002	0.268	1		
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.971	0.000			
8. Satisfaction with people	Spearman Correlation	-0.410	-0.289	0.151	0.285	0.122	0.322	0.531	1	
	Sig. (2-tailed)	0.000	0.000	0.002	0.000	0.011	0.000	0.000		
9. Satisfaction with job in general	Spearman Correlation	-0.550	-0.654	0.506	0.804	0.165	0.342	0.320	0.355	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.001	0.000	0.000	0.000	

Note: Blue-filled cells represent correlations of moderate or higher strength ($|\rho| \geq .30$). All reported correlations are significant at $p < .05$.

Exhaustion showed moderate negative correlations with: satisfaction with work ($\rho = -0.420$, $p < 0.001$), satisfaction with people ($\rho = -0.410$, $p < 0.001$), satisfaction with the job in general ($\rho = -0.550$, $p < 0.001$). Cynicism had strong negative correlations with satisfaction with work ($\rho = -0.651$, $p < 0.001$) and with satisfaction with the job in general ($\rho = -0.654$, $p < 0.001$). Professional efficacy correlated positively with satisfaction with work ($\rho = 0.448$, $p < 0.001$) and with the job in general ($\rho = 0.506$). Therefore, Hypothesis 2 is accepted. All three burnout dimensions were significantly associated with job satisfaction facets.

Regarding Hypothesis 3, two Kruskal–Wallis tests assessed differences in burnout levels across categories of turnover intention (external mobility: seeking opportunities to transfer to another public agency and internal mobility: seeking opportunities to transfer to another position within the organization). All three burnout dimensions (exhaustion, cynicism, and professional efficacy) were significantly associated with turnover intention outside the organization ($p = 0.000$). Likewise, all three burnout dimensions were also significantly associated

with turnover intention within the organization ($p < 0.005$). Therefore, Hypothesis 3 is supported. Burnout is significantly associated with both forms of turnover intention.

4. DISCUSSION

This study expands the scope of burnout research in the education sector by focusing on administrative personnel, a group often overlooked in both Greek and international literature. While previous studies have centered primarily on teachers, whose burnout is typically linked to classroom dynamics and student interaction, the findings of this study suggest that administrative staff experience burnout through a different set of stressors, primarily bureaucratic pressures, limited decision-making autonomy, and role stagnation. The results of this study point to elevated levels of burnout among administrative staff and contradict previous research on Greek teachers, where burnout levels have generally been reported as low (Koustelios, 2001; Karavasilis, 2019; Kouli et al., 2015), possibly due to more advantageous employment terms and more supportive peer communities. This suggests a different reality for administrative employ-

ees, where structural constraints rather than classroom challenges are the primary source of strain.

A key contribution of this study is the empirical confirmation that burnout is significantly associated with increased turnover intention and reduced job satisfaction among administrative employees. Specifically, emotional exhaustion and cynicism were strong predictors of the intention to leave, echoing classic literature (Lee & Ashforth, 1996; Jackson & Maslach, 1982) that highlights the detrimental effect of burnout on employee engagement and retention. Moreover, the negative associations found between burnout and job satisfaction not only confirm previous findings (Meeusen et al., 2010; Gupta et al., 2018; Shepherd et al., 2011; Matin et al., 2012) but also extend them to the Greek administrative context. Unlike studies such as Khdour et al. (2015), where the relationship was found to be dimension-specific, this study shows a broader trend, indicating a risk of ongoing disengagement, especially in highly structured bureaucracies like the Greek Ministry of Education.

The present analysis also shows that certain demographic variables (namely, gender, tenure, and education) are related to specific burnout dimensions. For example, tenure was linked to both exhaustion and professional (in)efficacy, suggesting that prolonged exposure to administrative rigidity may erode perceived effectiveness. This finding aligns with international evidence that shorter tenure is associated with higher burnout (Burke & Richardsen, 2001; Brewer & Shapard, 2004), yet it also suggests that in bureaucratic systems, the protective ef-

fect of tenure may diminish over time. Gender differences in cynicism and efficacy may reflect broader dynamics of role expectations in the Greek society, though they diverge from studies reporting higher emotional exhaustion among women (Maslach & Jackson, 1985; Salpigktidis et al., 2016). Notably, age was not found to be a significant factor, contrasting with earlier studies suggesting that burnout often occurs early in one's career (Serin & Balkan, 2014). This implies that in rigid bureaucratic systems, burnout may affect employees regardless of age and become a long-term feature of their working life.

Beyond individual characteristics, the findings underscore the institutional nature of burnout in public administration. Unlike teachers, who often report support from peers and involvement in school-level decisions (Stagia & Iordanidis, 2014), administrative staff face unclear responsibilities and limited control over their working conditions. These circumstances mirror longstanding critiques of the Greek administrative system, including a lack of transparency, fragmented responsibilities, and limited advancement opportunities.

Overall, these findings point to the need for a multi-level policy approach. Human resource management reforms in the Greek public sector must go beyond training and stress management seminars. They should include systemic changes that improve job design, internal mobility mechanisms, and inclusive leadership practices. Only through such measures can the public sector move toward a sustainable model that supports both employee well-being and institutional effectiveness.

CONCLUSION

The present study investigates burnout among administrative personnel in the Greek Ministry of Education, with particular emphasis on demographic predictors and the consequences of burnout for job satisfaction and turnover intention. Contrary to prior research that prioritizes teaching staff, the present analysis focuses on non-teaching personnel, acknowledging their vital, yet often overlooked, role in public education systems.

The results revealed a multifaceted experience of burnout. Participants reported signs of mental fatigue and emotional distancing from their roles, while also demonstrating confidence in their ability to perform effectively. These seemingly contradictory findings suggest a workforce that up-

holds professional standards even under demanding institutional conditions. Importantly, signs of burnout were found to coincide with lower job satisfaction and a greater willingness to seek alternative positions, either internally or externally. Statistical associations also emerged between certain personal characteristics (namely, length of service, gender, and education level) and specific burnout dimensions. These trends suggest that employee experiences are shaped not only by systemic constraints but also by individual characteristics. Notably, age did not appear to influence burnout, a finding that challenges assumptions about early-career vulnerability.

From a policy perspective, the study highlights the need for comprehensive human resource strategies that take into account not only individual employee needs but also systemic limitations within the public sector. These include the lack of transparent procedures for promotions, unclear or overlapping job responsibilities, and strict hierarchical decision-making. Addressing these issues – by defining roles more clearly, ensuring fair advancement opportunities, and encouraging participatory management practices – could strengthen employee morale and organizational effectiveness. Interventions that focus exclusively on individual stress management are unlikely to succeed if the underlying administrative inefficiencies and bureaucratic constraints remain unchanged. Supportive actions such as workload redistribution, offering flexible work arrangements, and facilitating internal mobility can complement broader reforms. Mentoring schemes and accessible mental health services may further strengthen employees' well-being, but their effectiveness depends on being part of a coherent, structural approach.

Future research could adopt a longitudinal design to track the evolution of burnout and its consequences over time. Exploring the experiences of administrative personnel across different Ministries or public services would also help determine whether these patterns are unique to the education sector. Moreover, qualitative approaches (such as in-depth interviews) may offer valuable insight into the subjective dimensions of workplace strain that are difficult to capture through quantitative study designs.

Overall, this study expands the scope of burnout research by drawing attention to an understudied group whose contributions to public education are essential yet often invisible. Integrating administrative staff into future empirical and policy discussions is crucial for developing more inclusive and effective approaches to employee well-being in the public sector.

AUTHOR CONTRIBUTIONS

Conceptualization: Anna Krompa, Alina Hyz.

Data curation: Anna Krompa.

Formal analysis: Anna Krompa.

Methodology: Anna Krompa, Alina Hyz.

Resources: Anna Krompa.

Supervision: Alina Hyz.

Writing – original draft: Anna Krompa.

Writing – review & editing: Anna Krompa, Alina Hyz.

ACKNOWLEDGMENTS

We would like to thank the Research Ethics Committee of the University of West Attica for approving the study protocol. We are also grateful to the employees of the Greek Ministry of Education for their participation and valuable contributions to this research. No external funding was received for this study.

REFERENCES

1. Aydin, R., & Tekiner, M. A. (2016). Analysis of burnout level of police officers: Evidence from Malatya, Turkey. *Epiphany: Journal of Transdisciplinary Studies*, 9(1), 99-113.
2. Brewer, E. W., & Shapard, L. (2004). Employee burnout: A meta-analysis of the relationship between age or years of experience. *Human Resource Development Review*, 3(2), 102-123. <https://doi.org/10.1177/1534484304263335>
3. Burke, R. J., & Richardsen, A. M. (2001). Psychological burnout in organizations: Research and intervention. In R. T. Golembiewski (Ed.), *Handbook of organizational behavior* (2nd ed., pp. 327-363). Routledge. Retrieved from <https://psycnet.apa.org/record/2001-14053-006>
4. Byron, K. (2005). A meta-analytic review of work-family conflict and its antecedents. *Journal of Vocational Behavior*, 67(2), 169-198. <https://doi.org/10.1016/j.jvb.2004.08.009>
5. Cunningham, W. G. (1983). Teacher burnout – Solutions for the 1980s: A review of the literature. *Urban Review*, 15(1), 37-51. <https://doi.org/10.1007/BF01112341>
6. De Witte, H. (1999). Job insecurity and psychological well-being: Review of the literature and exploration of some unresolved issues. *European Journal of Work and Organizational Psychology*, 8(2), 155-177. <https://doi.org/10.1080/135943299398302>
7. Eldor, L. (2018). Public service sector: The compassionate workplace – The effect of compassion and stress on employee engagement, burnout, and performance. *Journal of Public Administration Research and Theory*, 28(1), 86-103. <https://doi.org/10.1093/jopart/mux028>
8. Gupta, B., Mittal, S., & Mittal, V. (2018). Analyzing the impact of job burnout on job satisfaction – A study on Indian bank employees. *Towards Excellence*, 10(Special Issue for International Youth Symposium), 19-30. Retrieved from <https://hrdc.gujaratuniversity.ac.in/Uploads/EJournalDetail/19/33/2.pdf>
9. Inbar-Furst, H., & Gumpel, T. P. (2015). Factors affecting female teachers' attitudes toward help-seeking or help-avoidance in coping with behavioral problems. *Psychology in the Schools*, 52(9), 906-922. <https://doi.org/10.1002/pits.21868>
10. Jackson, S. E., & Maslach, C. (1982). After-effects of job-related stress: Families as victims. *Journal of Occupational Behavior*, 3(1), 63-77. <https://doi.org/10.1002/job.4030030106>
11. Kahill, S. (1988). Symptoms of professional burnout: A review of the empirical evidence. *Canadian Psychology*, 29(4), 284-297. <https://doi.org/10.1037/h0079772>
12. Kara, S. (2020). Investigation of job satisfaction and burnout of visual arts teachers. *International Journal of Research in Education and Science*, 6(1), 160-171. <https://doi.org/10.46328/ijres.v6i1.817>
13. Karavasilis, G. (2019). Work satisfaction or burnout and their impact on innovative work behavior of Greek teachers. *Journal of Contemporary Education*, 3(2), 3-10. <https://doi.org/10.5281/zenodo.3635027>
14. Khdour, N. J., Durrah, O., & Harris, M. (2015). The effect of job burnout on employees' satisfaction: A comparison study between public universities and private universities in Jordan. *Journal of Management Research*, 7(4), 54-81. <https://doi.org/10.5296/jmr.v7i4.7790>
15. Kim, H., Ji, J., & Kao, D. (2011). Burnout and physical health among social workers: A three-year longitudinal study. *Social Work*, 56(3), 258-268. <https://doi.org/10.1093/sw/56.3.258>
16. Kouli, O., Kourtessis, T., Tzetzis, G., Karkaletsis, F., Skordilis, E., & Bonti, E. (2015). Job satisfaction and burnout of Greek secondary special education teachers. *Journal of Physical Activity, Nutrition and Rehabilitation*. Retrieved from <https://www.panr.com.cy/article/job-satisfaction-and-burnout-of-greek-secondary-special-education-teachers/>
17. Koustelios, A. (2001). Organizational factors as predictors of teachers' burnout in education. *Psychological Reports*, 88(3), 627-634. <https://doi.org/10.2466/pr0.2001.88.3.627>
18. Koustelios, A., & Koustelios, N. (2001). Job satisfaction and burnout in education. *Psychology*, 8, 30-39. (In Greek). https://doi.org/10.12681/psy_hps.24093
19. Koustelios, A., & Tsigilis, N. (2005). The relationship between burnout and job satisfaction among physical education teachers: A multivariate approach. *European Physical Education Review*, 11(2), 189-203. <https://doi.org/10.1177/1356336X05052896>
20. Lake, C. J., Gopalkrishnan, P., Sliter, M. T., & Withrow, S. (2010). The Job Descriptive Index: Newly updated and available for download. *Industrial and Organizational Psychology*, 3(1), 47-49. Retrieved from https://www.researchgate.net/publication/319510832_The_Job_Descriptive_Index_Newly_updated_and_available_for_download
21. Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of burnout. *Journal of Applied Psychology*, 81(2), 123-133. <https://doi.org/10.1037/0021-9010.81.2.123>
22. Leiter, M. P., & Maslach, C. (2003). Areas of worklife: A structured approach to organizational predictors of job burnout. In P. L. Perrewe & D. C. Ganster (Eds.), *Research in occupational stress and well-being* (vol. 3, pp. 91-134). Emerald Group Publishing. [https://doi.org/10.1016/S1479-3555\(03\)03003-8](https://doi.org/10.1016/S1479-3555(03)03003-8)
23. Maslach, C., & Jackson, S. E. (1985). The role of sex and family variables in burnout. *Sex Roles*, 12,

- 837-851. <https://doi.org/10.1007/BF00287876>
24. Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry, 15*(2), 103-111. <https://doi.org/10.1002/wps.20311>
 25. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52*, 397-422. <https://doi.org/10.1146/annurev.psych.52.1.397>
 26. Matin, H. Z., Kalali, N. S., & Anvari, M. A. (2012). Do demographic variables moderate the relationship between job burnout and its consequences? *Iranian Journal of Management Studies, 5*(1), 47-62. Retrieved from https://ijms.ut.ac.ir/article_24717_f7ba974654ad7adfb5b8c33739842768.pdf
 27. Meeusen, V., Van Dam, K., Brown-Mahoney, C., Van Zundert, A., & Knape, H. (2010). Burnout, psychosomatic symptoms and job satisfaction among Dutch nurse anaesthetists: A survey. *Acta Anaesthesiologica Scandinavica, 54*(5), 616-621. <https://doi.org/10.1111/j.1399-6576.2010.02213.x>
 28. Platsidou, M., & Agaliotis, I. (2008). Burnout, job satisfaction and instructional assignment-related sources of stress in Greek special education teachers. *International Journal of Disability, Development and Education, 55*(1), 61-76. <https://doi.org/10.1080/10349120701654613>
 29. Salpigktidis, I. I., Paliouras, D., Gogakos, A. S., Rallis, T., Schizas, N. C., Chatzinikolaou, F., Niakas, D., Sarafis, P., Bamidis, P., Lazopoulos, A., Triadafyllidou, S., Zarogoulidis, P., & Barbetakis, N. (2016). Burnout syndrome and job satisfaction in Greek residents: exploring differences between trainees inside and outside the country. *Annals of Translational Medicine, 4*(22). <https://doi.org/10.21037/atm.2016.11.33>
 30. Sari, H. (2004). An analysis of burnout and job satisfaction among Turkish special school headteachers and teachers, and the factors affecting their burnout and job satisfaction. *Educational Studies, 30*(3), 291-306. <https://doi.org/10.1080/0305569042000224233>
 31. Sarros, J. C., & Sarros, A. M. (1987). Predictors of teacher burnout. *Journal of Educational Administration, 25*(2), 216-230. <https://doi.org/10.1108/eb009933>
 32. Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior, 25*(3), 293-315. <https://doi.org/10.1002/job.248>
 33. Schaufeli, W. B., & Enzmann, D. (1998). *The burnout companion to study and practice: A critical analysis* (1st ed.). Taylor & Francis. <https://doi.org/10.1201/9781003062745>
 34. Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources model: Implications for improving work and health. In G. F. Bauer & O. Hämmig (Eds.), *Bridging occupational, organizational and public health* (pp. 43-68). Springer. https://doi.org/10.1007/978-94-007-5640-3_4
 35. Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International, 14*(3), 204-220. <https://doi.org/10.1108/13620430910966406>
 36. Serin, A. E., & Balkan, M. O. (2014). Burnout: The effects of demographic factors on staff burnout: An application at public sector. *International Business Research, 7*(4), 151-159. <https://doi.org/10.5539/ibr.v7n4p151>
 37. Shepherd, D. C., Tashchian, A., & Ridnour, R. E. (2011). An investigation of the job burnout syndrome in personal selling. *Journal of Personal Selling & Sales Management, 31*(4), 397-409. <https://doi.org/10.2753/PSS0885-3134310403>
 38. Stagia, D., & Iordanidis, G. (2014). Occupational stress and burnout of teachers in the era of economic crisis. *Epistimoniki Epetirida Paidagogikou Tmimatos Nipia-gogon Panepistimiou Ioanninon, 7*, 56-82. (In Greek). <https://doi.org/10.12681/jret.855>
 39. Starnaman, S. M., & Miller, K. I. (1992). A test of a causal model of communication and burnout in the teaching profession. *Communication Education, 41*(1), 40-53. <https://doi.org/10.1080/03634529209378869>
 40. Tsigilis, N., Zachopoulou, E., & Grammatikopoulos, V. (2006). Job satisfaction and burnout among Greek early educators: A comparison between public and private sector employees. *Educational Research and Review, 1*(3), 256-261. Retrieved from <https://academic-journals.org/journal/ERR/article-full-text-pdf/CA965813638/>
 41. Tummers, L. G., Bekkers, V. J. J. M., Vink, E., & Musheno, M. (2015). Coping during public service delivery: A conceptualization and systematic review of the literature. *Journal of Public Administration Research and Theory, 25*(4), 1099-1126. <https://doi.org/10.1093/jopart/muu056>
 42. Zhen, B., Yao, B., & Zhou, X. (2023). Acute stress disorder and job burnout in primary and secondary school teachers during the COVID-19 pandemic: The moderating effect of sense of control. *Current Psychology, 42*, 19853-19860. <https://doi.org/10.1007/s12144-022-03134-7>