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MOTIVATE Survey Report

Jean Monnet Motivating Teachers4Europe 2022-2025



Motivated teachers
fuel Europe's future

<https://motivatet4e.eu>

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Accessibility Guidelines

Accessibility was considered in the design of the Study Guide. The font was intentionally chosen to make the text as readable as possible for individuals with special educational needs and/or disabilities.

In addition, the inclusion of alternate text for each image ensures that individuals with visual impairments can understand the information using screen readers or other forms of assistive technology.



MOTIVATE in a nutshell

Motivating Teachers 4 Europe (MOTIVATE) is an innovative project, within Jean Monnet Actions run under Erasmus+ to support teaching, learning, research and debates on various aspects of the European Union. MOTIVATE has been designed by the University of Piraeus Research Center (UPRC) under the coordination of the Jean Monnet Chair on European Union's Education, Training, Research and Innovation Policies and the Laboratory of Education Policy, Research, Development and Interuniversity Cooperation, Department of International and European Studies.

MOTIVATE will familiarize teachers to promote EU subjects through innovative methods and digital tools upgrading teachers' and students' digital skills in classrooms.

A Microlearning programme has been created, available in Greek, English and Greek Sign Language, targeting:

- 2.000 teachers
- 1.000 students of Pedagogical Departments

Eighteen workshops enhancing the European dimension in education will benefit:

- 150 school leaders;
- 1.200 in-service teachers (1.000 in-service primary and secondary education teachers, 200 special needs in-service teachers)
- 1.000 students (including 200 early childhood 300 primary education students, 300 secondary education students and 200 sociology and political sciences students);
- 150 parents;
- 120 stakeholders.



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Introduction

The notion of European identity, linked to a series of societal and psychological elements, has an inherent complexity that is diffuse in its multiple dimensions. The research around European identity constitutes a difficult and complex task (Vignon, 1999, p.111). European identity can be seen in the light of the theory of collective identities. Collective identities can be formed through increasing interdependence and the transnational convergence of internal values (Wendt, 1994, pp. 389-390). In the concept of internal values we can include values that are relevant to politics such as the spread of democratic institutions, human rights, etc. as well as values related to culture. European identity emerged and was shaped through the different stages of European integration.

European identity was first brought into focus in December 1973 at the European Summit in Copenhagen. An outcome of the Copenhagen European Summit was the Declaration on European Identity. The nine Member States of the European Community declared that European identity encompassed the common heritage, interests and obligations of the Member States, the extent to which the then Member States acted in concert and the ever-increasing European integration. In the Declaration, the nine Member States refer to the values that shape the European identity. These values, i.e. European values are representative democracy, the rule of law, social justice and respect of human rights. The articulation of common European values is a decisive factor in the creation of European identity, because, as Taylor points out, common perceptions of specific norms constitute a structural element for collective identities (Taylor, 1977, p.122). The Maastricht Treaty was a milestone in the effort to build a European identity, as it established European citizenship. European citizenship is held by every person who has the citizenship of a Member State of the European Union.

As regards the development of a European identity through education, as from 1985 the Adonnino Committee had already underlined the importance of strengthening the European dimension of education, most notably through school exchange programmes and exchanges of young people (Asderaki, 2008, p.198). As a result, the Erasmus programme was created in 1987, which offers mobility opportunities for students and professors. Through the Erasmus programme, students acquire European consciousness and recognise European values (Jacobone & Moro, 2015). Another prime example of creating a common European identity through education is the Bologna Process in 1999. The Bologna Process aimed to make higher education systems in Europe more compatible. At the same time, the Bologna Process embodied the principles of the Magna Charta Universitatum which are: the principle of university autonomy, the principle of academic freedom, the principle of freedom of teaching and research. Consequently, there is the embodiment of some commonly accepted principles/norms which, as Taylor has pointed out, are a structural element of collective identities (Taylor, 1977, p.122). However, the study of European identity in the context of educational practice, particularly with respect to school teachers, presented a complex and unsolved research issue that has not yet been resolved (Jimoyiannis et al., 2022).

Building on this complexity, in addition to national identities, the importance of developing Europe's identity is increasingly felt by people who live in Europe (Bergbauer, 2018; Fligstein et al., 2012). At this point it should be noted that national identity coexists with European identity. Therefore, European identity is not a threat to national identity (Wintle, 2005). In general, scholars agree that there is a positive relationship between national identity and European identity despite disparities in the various EU Member States (Jimoyiannis et al., 2022; Jugert et al., 2019). The Eurobarometer Survey 2018 revealed that there were clear differences in the level of Euroscepticism across countries, while Greece was cited as a country showing such sentiment. The

evolution of Europe's identity will depend on the social circumstances that individual people are faced with (Clements et al., 2016; Verney 2011, 2015). Verney's study in 2015 found that the identification of Greek identity was more pronounced among lower and middle-income groups than with European identities. The involvement of transnational mobilities is related to the strengthening of European identity and positive EU opinion, as stated by Mazzoni et al. (2018). This phenomenon is helping to strengthen a coherent view of the European Union that includes multiple aspects, such as common ideals, traditional history, socio-economic characteristics, and political positions. The cultivation of European consciousness and the construction of a European identity among the participants of the Erasmus project is easily recognisable and shows the consistent influence of this phenomenon. These aspects are evident in the area of individual growth, the acquisition of cultural competence, the promotion of a comprehensive global perspective, the cultivation of a European identity, and the creation of a sense of belonging to Europe (Jacobone & Moro, 2015).

Despite these advancements, the concept of European identity, which includes both political as well as mental dimensions, is very complex and incongruous (Brown, 2020). According to Jimoyiannis and al.2022, an integration of a wide variety of knowledge and values related to both national and European identities is essential in order for this issue to be effectively addressed by teaching practice.

Recognizing this need, suggestions for EU-oriented educational initiatives can make a real contribution to addressing the many dimensions of European identity at home and abroad, given the complexity of European identities and their interaction with educational practice. By promoting a comprehensive understanding of various identities in the region, teachers could play an important role in developing students' awareness of Europe as a whole. This approach not only improves the learning experience but is

consistent with a broader cultural shift to a more inclusive and integrated Europe. The teaching methods in question might lead to a divergence between the Greek educational system and its rigid, unchanging structure as defined through the use of standardized textbooks and limited flexibility, according to Malandrakis (2018). The provision of teachers with the essential information and skills to enhance an accurate understanding of Europe's identity will be a crucial opportunity for Greece's education system to change its pedagogical framework in such a way as to give them greater flexibility and engagement. In the context of transformation, this modernization would help students to understand the many aspects of their national and European identity.

Delving deeper into the role of teachers, the personal and academic development of teachers is particularly important as part of an effort to create a coherent European identity within education institutions. Teachers must have the ability to understand, but also be curious enough to make them explore an even broader range of subjects than what is taught at their traditional level (Antink-Meyer et al., 2023) in order to navigate a complicated Europe's identity landscape.

In addition, an environment in which teachers have a strong sense of autonomy is required for the development of curiosity (Vangrieken et al., 2017). In that context, autonomy is the ability of teachers to make judgments about their teaching methods, what content they display and how they deal with students (Worth & Van den Brande, 2020). Teachers are more likely to take initiative, research new approaches and bring different points of view into their curricula when they perceive that they have control over what they teach (Ruiz-Alfonso & León, 2019), which is essential for the comprehensive understanding of European identity.

In relation to competence, a further important factor in terms of professional skills relates to teachers' trust that they are capable of effectively teaching difficult concepts, stimulating analytical thinking and promoting

students' curiosity (Schut, et al., 2020). In-service training programmes should offer more than information; they must also strengthen teachers' trust, through workshops, common venues for discussion of ideas and access to resources that explore deep levels of Europe's history, politics, culture, and economic dynamics. Teachers will become more effective at turning abstract ideas of European identity into concrete discussions and encouraging students to see Europe not only as a geopolitical sphere, but also as an interconnected narrative by strengthening their skills.

Extending this thought, it is important to have a sense of connection with other people. Interaction with a broader teacher community can significantly improve the teachers' perceptions of how they belong to Europe. A sense of cohesion in diversity, the essential essence of what it is to be European, can be fostered by building networks that allow teachers to exchange experiences, ideas and perspectives on how to teach European identity. It can be an inspiration for teachers to provide their students with a rich, networked view of European identity through this professional connection that transcends national borders.

In sum, it depends not just on what is taught but also on who teaches it and how they are encouraged throughout their career in order for Europe's identity to be more robust and inclusive at educational level. Systemic change to recognize and reward teachers' autonomy, competence or a sense of connection is needed for the promotion of their curiosity. When these requirements are met, teachers will take on the mantle of a European identity celebrating diversity while acknowledging our solidarity in shaping Europe's values together and its rich cultural diversity.

Aim of the study

This study sought to evaluate the views of teachers at different levels of education, including elementary, secondary, and vocational schools (VET), as well as school principals. To be more specific, this study was intended to investigate their views on Europe's core values and ideals.

Using rigorous methodology, this study has revealed the intricate relationship between personality traits essential for teachers' roles such as agreeableness, extraversion, openness, neuroticism, and conscientiousness (Goldberg, 1992), and a number of different psychological constructs.

These constructs include autonomy, competence, and relatedness — the core tenets of self-determination theory (Ryan & Deci, 2017) — as well as teacher burnout, job satisfaction, self-efficacy, anxiety, and overall well-being (Maslach & Leiter, 2016). The aim was to examine the potential impact of these psychographic factors on teachers' inclinations to incorporate EU content in their teaching practice. The collection and analysis of the data relating to their early learning experiences and motivational evaluations in all participating levels of education has also been an integral part of this study.

As a general point, the objective of this study is to determine how actively teachers engage with European issues within their curricula and to analyse the interplay between personality traits and EU policy. The findings of the study, as argued by Vedel in 2016, could contribute significantly to a debate on the relationship between personality and pedagogical practice.

The Motivation Survey Objectives are:

- to gather information on training, learning and motivational needs of in-service teachers regarding the EU;
- to trace the different profiles of in-service teachers regarding their trust, curiosity and knowledge on the EU;

- to detect the different profiles of in-service teachers (based on the big five personality traits: agreeableness, extraversion, openness, neuroticism, conscientiousness) regarding their willingness and readiness to integrate EU subjects in their teaching curricula and to actively engage with EU issues;
- to understand how confident in-service teachers feel in order to explore innovative interdisciplinary teaching approaches related to EU subjects;
- to predict which specific variables (i.e., epistemic trust, curiosity, agreeableness, extraversion, openness, neuroticism, conscientiousness) delineate the likelihood of in-service teachers to be committed with teaching EU subjects;
- to collect and analyze data on the formative and motivational assessment of in-service teachers in schools of all educational levels.

Method

Participants

The sample consisted of 161 school teachers (80.7% female, $M_{age} = 47.74$; $SD = 8.413$). The majority of the teachers work in a public school (88.8%) and on average these teachers had 16.4 (range: 1-40, $SD = 9.6$) years of teaching experience.

Procedure

All procedures performed in this study with human participants conformed to the ethical standards of the institutional and/or national research

committee and the 1964 Declaration of Helsinki and its subsequent amendments or comparable ethical standards.

During the 2022-2023 academic year, a comprehensive online survey was conducted throughout Greece, including a total of 234 educational institutions. These schools represented a diverse range of educational levels, including elementary, secondary, and vocational education and training (VET). The sample included both public and private schools, situated in both urban and rural locations of the country.

On the whole, 100 school principals, after having read the research protocol and aims, accepted to forward the invitation to participate in the research to their school teachers. Teachers received by email an informative sheet, the informed consent form and a link to access to an online questionnaire. Only the teachers that signed the informed consent were allowed to fill in the questionnaire. The questionnaire was anonymous, and respondents' IP was not stored. No reward was offered for completing the questionnaire, which was voluntary and anonymous.

To increase participation, a "snowball" technique (Etikan et al., 2016) was used, where primary and secondary teachers were asked at the end of the questionnaire to forward the link to colleagues in other educational institutions. Principals who participated in the survey were also asked to forward the invitation to complete the questionnaire to their colleagues in other educational settings.

Measures

Data were collected using a Self-report Questionnaire, the Depression, Anxiety, and Stress Scale (DASS-21), the General Self-Efficacy Scale (GSE), the IPIP Big Five Personality Questionnaire, the Flourishing Scale (FS), the Epistemic Trust, Mistrust, Credulity Questionnaire (ETMCQ) and the Basic

Psychological Need Satisfaction and Frustration (BPNSFS). More specifically:

A 11-question Self-report questionnaire was created for the study to collect sociodemographic information such as age, gender, place of residence, marital status, annual family income, education level, employment status, and teaching experience, etc.

The Depression, Anxiety, and Stress Scale-21 Questions (DASS-21) developed by Lovibond and Lovibond (1995) is a 21-question measurement instrument divided into three different subscales: Depression, Anxiety, and Stress. Each item is scored using a 4-point Likert scale ranging from 0 (no occurrence) to 3 (very frequent occurrence). An overall score shall be determined as a result of an aggregation of responses for each question with higher scores corresponding to increases in symptoms associated with depression, anxiety and stress. The Depression subscale of the Depression, Anxiety, and Stress Scale (DASS) uses score intervals categorized as follows: normal (0–9), mild (10–12), moderate (13–20), severe (21–27), and very severe (28–42). Similarly, the anxiety subscale scores can be categorized into several groups, including normal (0–6), mild (7–9), moderate (10–14), severe (15–19), and very severe (20–42). On the other hand, there are several groups of scores for stress subparagraphs such as ordinary 0–10, mild stressful 11, 18 or 19 –18, moderately stressful 19, 26 and severely stressed 27, 34 and 35.

The General Self-Efficacy Scale is a psychometric instrument used to measure a person's ability to assess his or her own selfEfficacy. The evaluation is made up of a total of 10 self assessment questions or items. In order to evaluate the long term validity of a concept known as general Self-Efficacy, which Schwarzer and Scholz 2000 describe in detail, several studies have been carried out over time. The results show that the Cronbach's α -coefficient has a range from 0.76 to 0.90, with the majority of values falling in the upper range of 0.80. There's a slight variation in the Greek scale. A Cronbach alpha of 0.77

has been detected in the sample of Greek population inhabitants from a study carried out by Glynou, Schwarzer and Jerusalem 1994.

The IPIP Big Five personality questionnaire is an extremely useful tool for evaluating and categorising individuals' personalities. The questionnaire consists of 50 questions or items that must be rated with a Five Points Likert scale by the participants. Responses are available from 1, indicating that the accuracy is too low, to 5, which represents a high level of accuracy. The purpose of the test is to examine five separate personality aspects, i.e. extraversion, agreeableness and conscientiousness with 10 items each, emotional stability with 9 items and intellect/imagination with 10 items. The Ypofanti et al. 2015 study has shown that acceptable levels of construction validity, internal consistency and coherence have been achieved in Greece by adapting the International Personality Item Pool IPIP.

For the purpose of assessing a number of dimensions of positive human functioning, Flourishing Scale is an analytical tool developed by Diener and colleagues in 2010. It consists of eight questions/items that capture multiple dimensions of well-being. It is a unidimensional measure that captures broad characteristics of well-being, such as self-perception and overall life satisfaction. An example of an item on the scale is the statement "I am a good person and live a good life". Responses are rated on a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7). All items on the inventory are positively worded. The possible range of scores is from a minimum of 8, indicating the lowest level of well-being, to a maximum of 56, indicating the highest level of well-being. Researchers Diener et al. (2010) documented an internal consistency reliability coefficient of $\alpha = .87$. Translation from FS into Greek was conducted by Kyriazos et al. (2018) using the translation/re-translation approach proposed by Brislin (1970).

The BPNSFS was utilized to evaluate the level of satisfaction or frustration experienced by teachers regarding three fundamental psychological

needs. These needs include autonomy, competence, and relatedness. Autonomy refers to the perception of freedom in choosing activities, while competence pertains to the confidence in performing tasks effectively. Lastly, relatedness involves the presence of warm feelings towards individuals with whom time is spent. The scale consists of 24 items that assess these dimensions. Examples of items include statements contrasting feelings of freedom in activity selection versus feeling compelled to engage in undesired tasks, feelings of competence versus insecurity in one's abilities, and warm feelings towards others versus perceiving a lack of acceptance from those individuals.

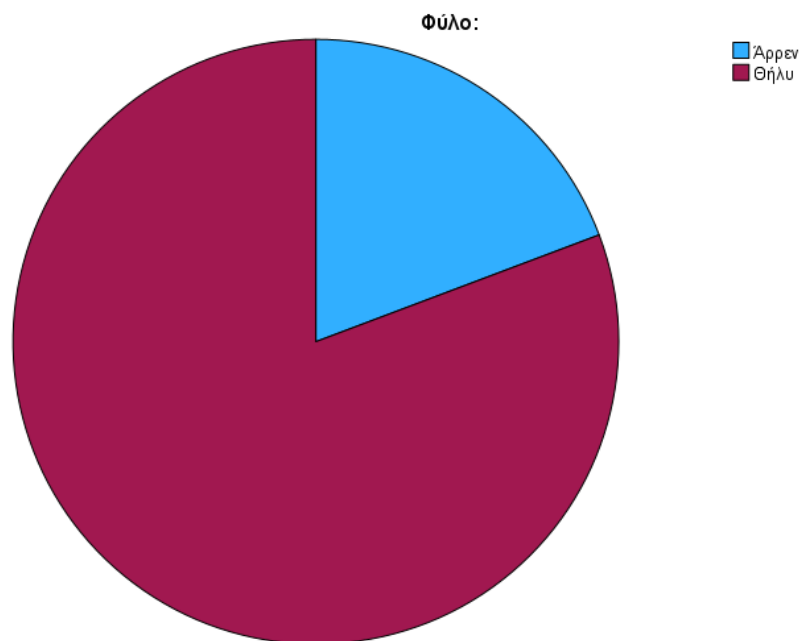
Statistical Analysis

Data were analyzed using SPSS software (IBM SPSS Statistics for Windows, version 27.0 Armonk, NY: IBM Corp) and R-Project (R Core Team, 2019). Initially, the dataset underwent a thorough examination to identify any instances of missing observations. To handle missing data in the self-report measures (namely, student-teacher conflict, bullying, and victimization measures), mean substitution was used. This approach was chosen due to the little amount of missing data observed throughout the variables, which varied from 0.1% to 1.1% (Sawilowsky, 2007). The means and standard deviations were calculated for each continuous variable, while percentages were generated for dichotomous variables on the resultant dataset. Additionally, bivariate relationships between numerical study variables (both continuous and dichotomous) were examined by calculating Pearson's correlation coefficients.

Results Descriptive statistics

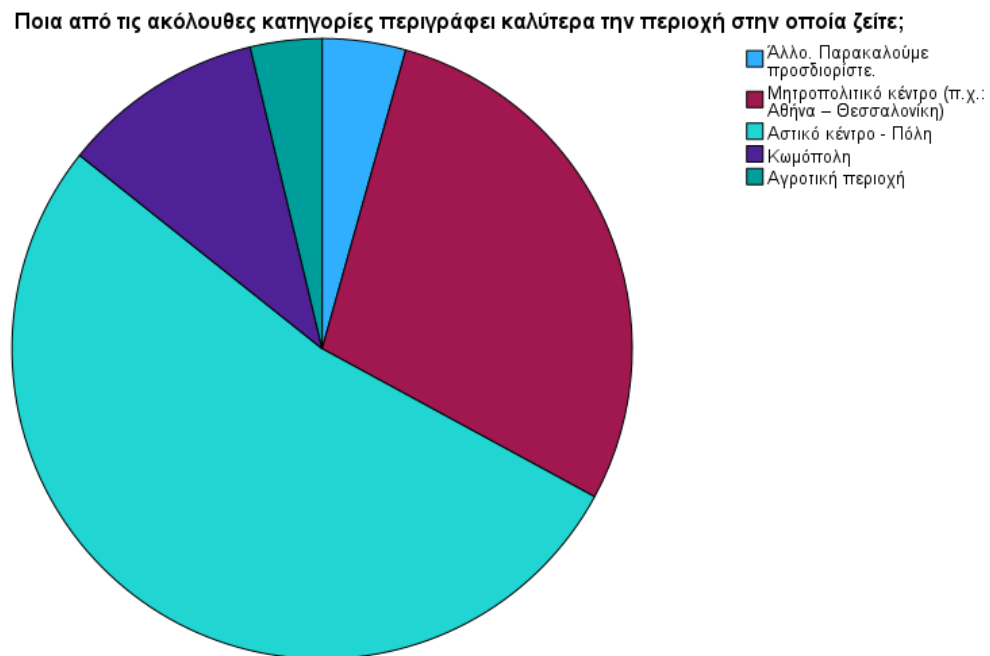
The dataset provides a complete overview of the demographic and socioeconomic characteristics of the population under study. Examination of

the age distribution shows that the mean age is 47.74 years, with a 95% confidence interval of 46.43 to 49.05 years. Moreover, the mean trimmed to 5% was calculated to be 48.01 years, while the median was 49.00 years. These results indicate that the age distribution is somewhat scattered but approximately symmetrical. There is a clear gender gap, as 80.7% of individuals identify themselves as female and 19.3% as male. The observed gender distribution shows that females are predominant among the respondents, which is consistent with more general patterns in education (Wu et al., 2019) (see Graph 1).



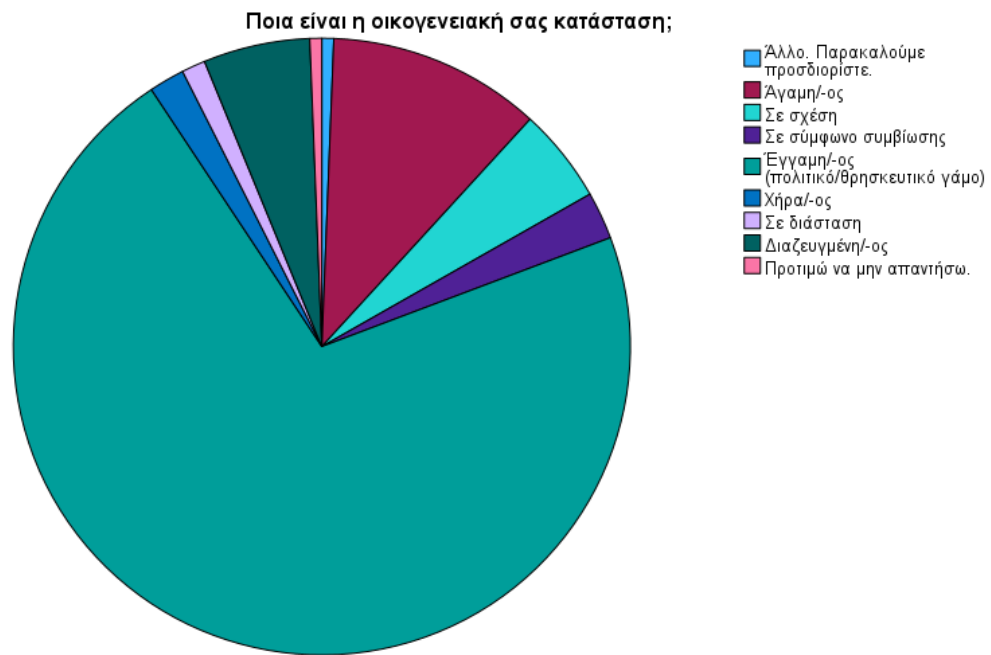
Graph 1. *Gender distribution*

The data on residential patterns show that a large proportion of individuals (52.8%) live in urban centers, while 28.6% choose metropolitan areas (see Graph 2).



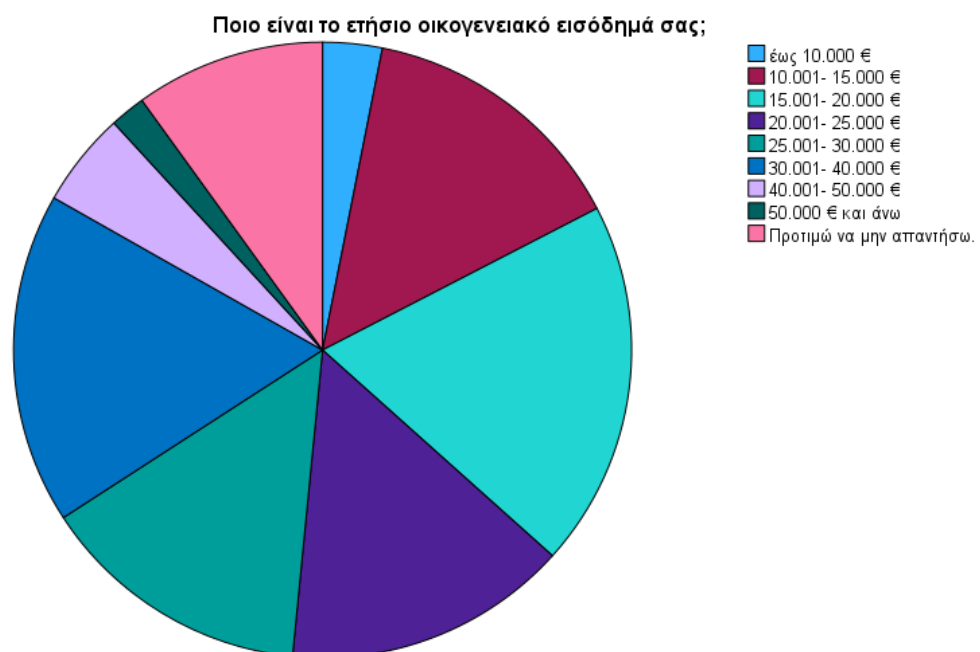
Graph 2. Residential patterns

Marital status statistics show that the majority, 71.4%, are married. Other categories are singles, who make up 11.2% of the population, people in partnerships with 5.0%, widows/widowers with 1.9% and divorced people with 5.6% (see Graph 3).



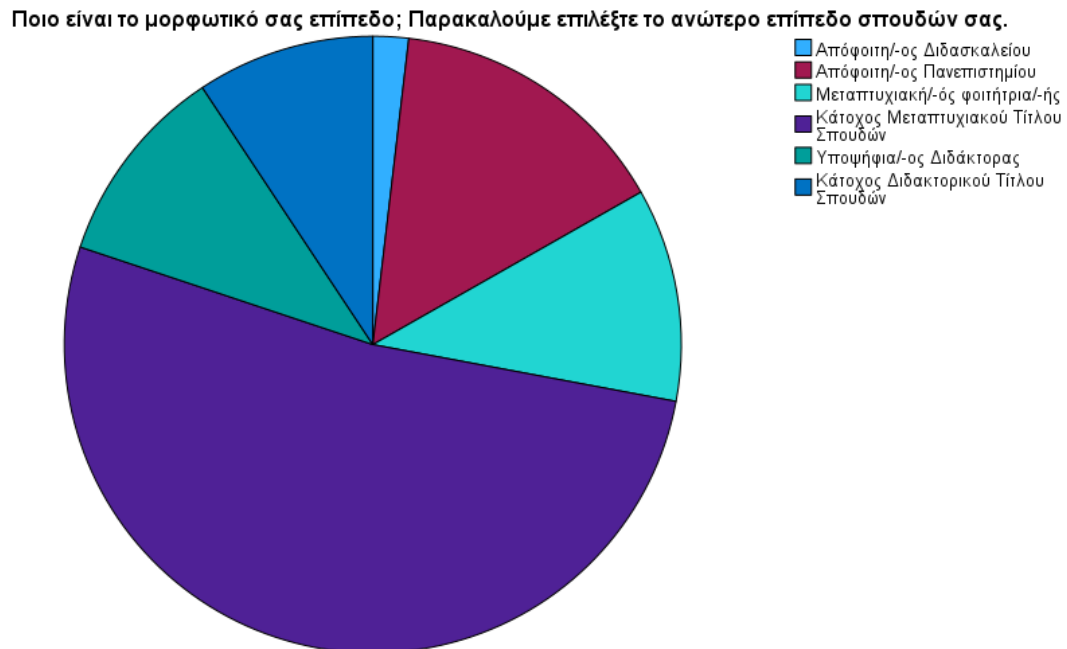
Graph 3. *Marital status*

The distribution of annual family income shows the highest frequency in the ranges “15,001- 20,000 €” to “30,001- 40,000 €”, while 9.9% of respondents did not want to provide information about their income (see Graph 4).



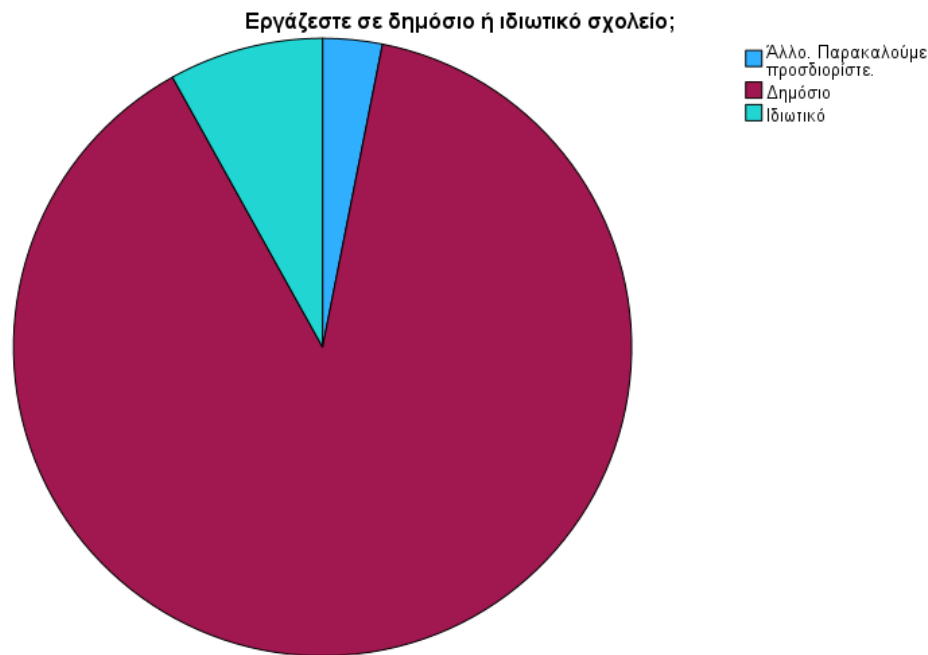
Graph 4. *Annual family income*

In terms of education level, the majority of individuals, 52.2%, have a Master's degree, while a significant proportion, 34.2%, possess a Bachelor's one (see Graph 5).



Graph 5. *Education level*

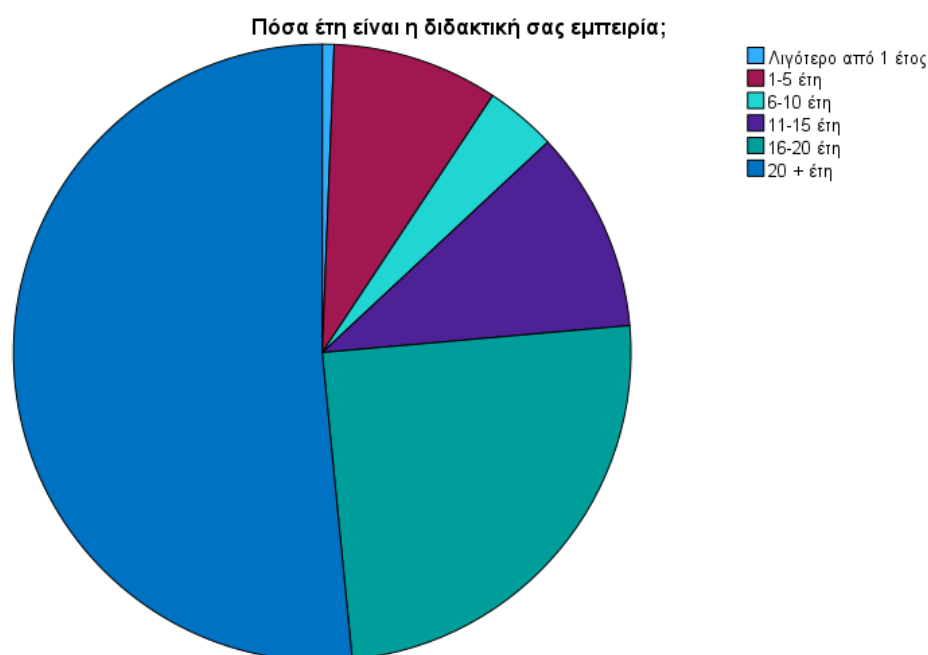
The majority of the labor force is employed in the public sector, which accounts for 88.8% of the total. This is followed by the private sector, which accounts for 8.1 % of the workforce. A tiny proportion of about 3.1 % falls into the “other” category (see Graph 6).



Graph 6. *Working sector*

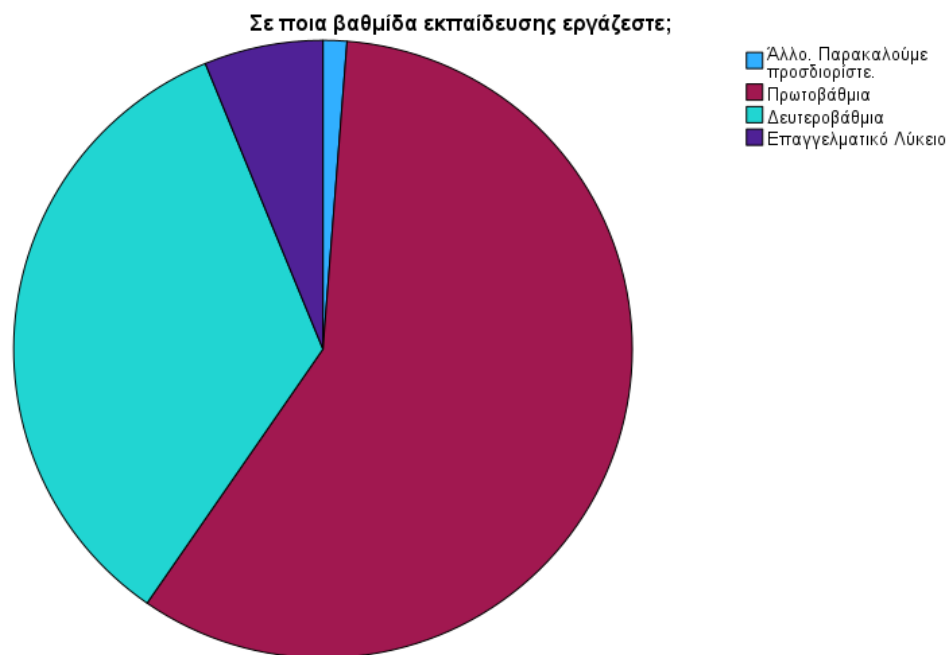
The data on teaching experience offer important insight into the diverse backgrounds of teachers within the group studied. A significant proportion of participants (51.6%) have considerable teaching experience of more than 20 years, suggesting a considerable accumulation of pedagogical knowledge and skills. In addition, it is worth noting that a significant percentage of respondents, 24.8%, had teaching experience ranging from 16 to 20 years. This finding underscores the presence of another notable cohort characterized by extensive knowledge in the field. Significantly, a notable proportion of participants, 10.6%, indicated that they had been teaching for 11 to 15 years. This finding points to the existence of a particular group within the teaching profession that can be described as mid-career. On the other hand, the data set reveals a broader range of educational backgrounds among novice teachers. The data show that a significant proportion, 8.7% of participants, have teaching experience of 1 to 5 years. This finding indicates that the sample group includes individuals who are relatively new to education. In addition, the data set has a lower proportion of teachers with less than one year of teaching experience

(0.6%) and teachers with 6 to 10 years of teaching experience (3.7%), indicating the presence of early and mid-career teachers (see Graph 7).



Graph 7. *Teaching experience*

In terms of the educational levels in which the respondents work, the data show a significant correlation with elementary education, as 58.4% of the respondents belong to this category. At the same time, it should be noted that the category secondary education is also strongly represented, with 34.2% of the participants working in this field, which underlines its considerable presence in the field of secondary education. In addition, a minority of participants (6.2%) indicate their professional affiliation with vocational high schools, underscoring the presence of a diverse range of educational institutions in the sample.



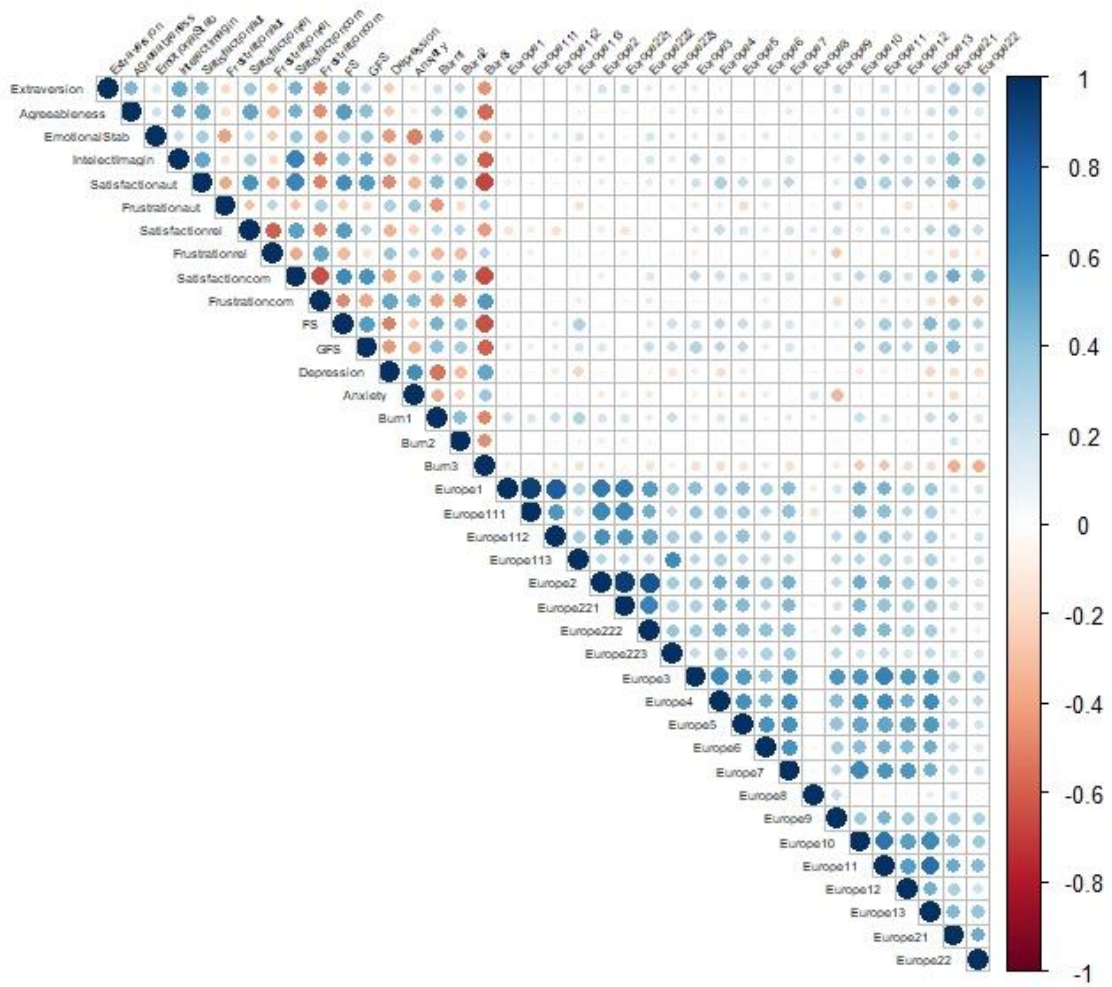
Graph 8. *Educational level/ professional affiliation*

Pearson Correlations

Pearson correlations for both psychological and European Union - Oriented factors can be found in Figure 1; indicatively, the largest positive correlations regarding the psychological factors ($\geq .40$) are between Extraversion-Agreeableness ($r = .42$), Extraversion-Intellect/Imagination ($r = .51$), Extraversion- Satisfaction Autonomy ($r = .43$), Extraversion- Satisfaction Competence ($r = .46$), Extraversion- Well-being ($r = .45$), Agreeableness-Intellect/Imagination ($r = .50$), Agreeableness-Satisfaction Autonomy ($r = .51$), Agreeableness-Satisfaction Relatedness ($r = .53$), Agreeableness-Satisfaction Competence ($r = .48$), whereas the smallest negative correlations between Extraversion- Frustration Competence ($r = - .46$), Agreeableness-Frustration Competence ($r = - .46$), and Extraversion-Personal Accomplishment ($r = -.45$).

Regarding the European Union - Oriented factors, the largest positive correlations ($\geq .30$) are between Extraversion-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .30$), Extraversion-Europe 22 (EU Projects and Workshops/Courses) ($r = .30$), Agreeableness-Europe 21 (EU Knowledge and

Teaching Approaches) ($r = .28$), Intellect/Imagination-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .40$), Satisfaction Autonomy-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .43$), Satisfaction Relatedness-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .33$), Satisfaction Competence-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .49$), Well-being-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .37$), Self-Efficacy-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .41$), Europe 11 (EU Functionality Knowledge) -Europe 12 (EU Future), ($r = .55$), Europe 11 (EU Functionality Knowledge) -Europe 10 (EU Institutions Functionality Knowledge) ($r = .73$), Europe 11 (EU Functionality Knowledge)-Europe 13 (EU Citizen's Rights) ($r = .75$), Europe 11 (EU Functionality Knowledge)-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .50$), Europe 11 (EU Functionality Knowledge)-Europe 22 (EU Projects and Workshops/Courses) ($r = .43$), Well-Being-Europe 11 (EU Functionality Knowledge) ($r = .33$), Self-Efficacy-Europe 11 (EU Functionality Knowledge) ($r = .33$), Satisfaction Competence-Europe 11 (EU Functionality Knowledge) ($r = .35$), Satisfaction Autonomy-Europe 11 (EU Functionality Knowledge) ($r = .32$), Europe 13 (EU Citizen's Rights)-Europe 21 (EU Knowledge and Teaching Approaches) ($r = .45$), Europe 13 (EU Citizen's Rights)-Europe 22 (EU Projects and Workshops/Courses) ($r = .40$), Europe 13 (EU Citizen's Rights)-Europe 12 (EU Future), ($r = .47$), Satisfaction Competence -Europe 13 (EU Citizen's Rights) ($r = .36$), Well-Being-Europe 13 (EU Citizen's Rights) ($r = .44$), Self-Efficacy-Europe 13 (EU Citizen's Rights) ($r = .44$), whereas the smallest negative correlations between Personal Accomplishment-Europe 21 (EU Knowledge and Teaching Approaches) ($r = -.37$), Personal Accomplishment-Europe 22 (EU Projects and Workshops/Courses) ($r = -.36$), Anxiety-Europe 9 (EU Definition) ($r = -.33$), Frustration Competence-Europe 21 (EU Knowledge and Teaching Approaches) ($r = -.26$).



Pearson correlation coefficient among the studied variables

Discussion and conclusions

The teacher cohort of the research demonstrates a significant level of diversity in terms of both demographic and psychological attributes, including a wide range of features. The average age of the study participants, 47.74 years, is a clear indication of their extensive work experience, which is consistent with the unique characteristics of the Greek educational system (Hatzichristou & Lianos, 2016). In Greece, it is a widespread tradition for teachers to seek permanent positions in the public sector after working as substitute teachers for an extended period of time (Gkolia et al., 2018). This path is often associated with the acquisition of numerous academic degrees, a tactic aimed at improving one's qualifications and strengthening one's position within the system. Gaining a competitive advantage through academic achievement significantly influences the pursuit of long-term employment opportunities. That is why many of them hold a master's degree.

Additionally, the research sample includes individuals with varying levels of educational attainment, ranging from those in the early stages of their employment to highly experienced professionals who have gone through numerous stages of growth.

From a geographic perspective, the sample exhibits remarkable diversity, as the majority of teachers self-identify as female and reside in both urban and metropolitan areas. The demographic composition of the Greek educational landscape is indicative of its complex and diverse nature. These teachers are a combination of urban and metropolitan influences that may affect their views on teaching and their educational methods (Berger & Lê Van, 2019). In addition, the high proportion of individuals in the sample group who live in a common-law marriage illustrates a particular aspect of their personal

lives that may affect their social beliefs and moral standards. The particular elements of their own lives may intersect with their roles as teachers, potentially influencing their pedagogical approaches and interactions with students (Naemi, 2018).

The main occupation of teachers in the public education sector corresponds to the organizational framework of the Greek educational system, which occupies a central position in the broader educational context of the country. This relationship underscores the importance of public education as the primary medium for educational practice in Greece.

From a psychological perspective, these teachers exhibit several personality traits. There is a positive correlation between extraversion and agreeableness, suggesting on the one hand a tendency to cooperate, and on the other to be responsible for others' needs. Previous studies confirm this finding suggesting that the two constructs are usually correlated in a positive way (Fors Connolly & Sevä, 2021; Tov et al., 2014). Teachers typically share their thoughts and teaching methods with each other to increase students' academic motivation and enhance the learning experience (Radil et al., 2023). Some participants' intellect/imagination and independent thinking are underscored by their resourcefulness and knowledge of autonomy. However, a subset of individuals perceive dissatisfaction in their competence and level of personal accomplishment, suggesting differences in self-confidence and perceived success.

The identified correlations provide valuable insights into the relationship between personality traits and interest in the EU. Specifically, extraversion, agreeableness, intellect/imagination, and self-efficacy show a positive correlation with EU knowledge and with EU teaching approaches. This suggests that teachers with the characteristics of extraversion, agreeableness, intellect/imagination, and self-efficacy are more likely to acquire EU-related knowledge and use EU-related teaching approaches.

The central role in overall life satisfaction is illustrated by a further set of positive correlations between factors based on the concept of self-determination, such as contentment with autonomy, relatedness, and competence. It is consistent with a feeling of fulfillment from the experience, which has nurtured autonomy, facilitated meaningful connections, and reinforced one's sense of competence, which all seem to stimulate an interest in EU issues. There is a tendency for individuals who are satisfied with meeting these basic needs in all aspects of their lives to invest more time and effort in EU education. The importance of overall satisfaction in shaping an individual's engagement with EU issues and actions is underlined by such a finding. Therefore, the needs of teachers in terms of autonomy, relatedness, and competence should be duly taken into account by any intervention that is designed to enhance teacher knowledge and motivation concerning their familiarity with the EU. In addition, the values associated with the EU's identity and development perspective can be considered to be compatible with these needs. This implies the need to focus teachers' seminars on encouraging flexibility in selecting activities, creating an environment for acceptance and enhancing competence. These three basic needs should be coupled with a growth in the scope of thinking and debate on EU values and knowledge within different groups, as indicated above.

Specifically, teachers who have a deeper knowledge of the EU are more likely to be familiar with approaches they learned while participating in EU workshops/courses, such as flip classroom approaches, jigsaw approaches, microlearning instruction, etc. These findings are consistent with the notion that certain personality traits may lead teachers to seek and share information about topics that are not necessarily related to national interests such as the EU. These findings can also indicate the reciprocity between teachers' individual characteristics and their involvement in EU learning and teaching practises. When teachers are familiar with EU information and teaching experiences, they

are more open to each other and have greater self-confidence, which may further increase their participation in EU activities. These results can be used in school interventions designed to increase teachers' interest in and familiarity with EU functions and institutions.

A key connection between knowledge and engagement is highlighted by the strong positive correlation found among different dimensions of understanding about how the EU works, as well as a sense of interaction with factors contributing to its functioning. It is more likely that citizens with a deeper understanding of EU operations, institutions, and citizenship rights would engage in European knowledge, teaching methods, and related activities. For the facilitation of information sessions for teachers and group discussions focusing on dissemination of EU news, with a view to increasing individuals' motivation to take up an active engagement in EU issues, it is therefore appropriate to properly consider the recommendations included in these previous paragraphs.

Moreover, the negative correlation observed between anxiety levels and the understanding of the EU definition suggests that teachers experiencing higher levels of anxiety tend to have a less clear grasp of the EU concept. Anxiety is often linked to cognitive impairment and increased stress (Robinson et al., 2013), which can impede cognitive processing and make it challenging to comprehend complex and unfamiliar ideas like those associated with the EU. Given that participants' ages and years of work experience are included, this finding is more important. Anxiety, along with low self-efficacy and diminished well-being, can collectively impact one's cognitive function, dampen motivation, and reduce overall cognitive capabilities.

The connection between teachers' emotional exhaustion and the EU knowledge as well as their teaching approach is positive. The study subjects may be dissuaded from taking part in more advanced teaching techniques due to an unusually elderly age of 47,74 years. However, the recent study that has

been suggesting a negative correlation between age and emotional exhaustion is not supported by this finding (Anastasiou & Belios, 2020).

By contrast, individuals' success is correlated positively with EU knowledge, teaching methods, European projects, and training courses which are associated positively with the teachers' sense of achievement at work. On the same wavelength, EU Institutions Functionality Knowledge and European Institutions are associated with personal accomplishment. This finding suggests that to cope with everyday stress situations, teachers can draw on the EU as a source of motivation.

This examination of the psychological and EU predispositions of in-service teachers opens a Pandora's box and presents results that are as revealing as they are perplexing. To be more specific, the typologies of in-service teachers can be delineated, particularly regarding their psychological proclivities and their nexus with the pedagogical commitment to EU subjects. These archetypes, which influence educational practice on EU themes, are an essential tool for understanding multidirectional motivational and behavioural paradigms.

Typology: The EU Pedagogy Enthusiast

The fundamental enthusiasm for EU affairs that underpins its extraversion and friendliness is a characteristic feature of this archetype. These characteristics make it imperative for them to have a cooperative educational environment that promotes common approaches, which is consistent with the basic values of the EU. This profile, however, implies a contradiction between their collective EU ambitions for educational excellence and individual achievement which is suggestive of the possibility of an inherently motivational conflict. In this category, teachers can demonstrate the following:

- A propensity for collaborative and cooperative pedagogical engagement.

- An interplay of individual performance and the shared aim of education.
- A possible intrinsic motivational paradox that influences their pedagogical strategies.

Typology: The intellectual researcher

Teachers in this type are characterised by their intellectual curiosity, which gives rise to a deep understanding of the diversity of EU processes as well as an appetite for questioning conventional teaching methods. While this curiosity is a driving force for innovation in the field of Interdisciplinary Applications, it has raised questions as to its relation with self-efficacy and suggests that further empirical research may be needed. These teachers can have the following characteristics:

- An intellectual vigor that can drive innovation in the teaching method.
- A potential for a mismatch between intellectual curiosity and competence levels.
- A tendency to criticize teaching orthodoxy and innovation.

Typology: The multi-faceted motivator

The teachers who have motivational constructs that incorporate both internal and external variables are included in this profile. Various factors could influence their teaching in the field of European Union issues, including altruism, institutions, policy, and personal interests. Their complexity suggests that their professional development, teaching practices, and the evolving EU geopolitical environment are intimately linked with these motivational variables. Key features can include:

- A sophisticated motivational framework, influenced by both internal and outside stimuli.

- A dynamic interaction between professional development, practical experience, and geopolitical change.
- The necessity of an introspective evaluation to further align their educational strategies and motivation.

Typology: The Proactive EU Integrationist

Teachers who meet this criterion are taking an active attitude to the integration of European issues in their curricula. It is not only their extraversion and agreeableness that make them predisposed to the EU's collaborative culture, but they may also lead to a confrontation between personal success and broader European education objectives. This suggests there is a delicate balance to be struck between individual academic success and collective educational ambitions. These teachers can demonstrate:

- The incorporation of EU's views in their curricula, conscious or unconscious.
- A potential conflict between individual pedagogical success and EU participation in education.
- The fact that the personal achievement and overarching narrative of learning need to be balanced.

Limitations

The use of self-reporting for demography and psychology data collection from participants was a significant limitation in this study. The use of this approach gives rise to the potential for a self-reported bias since participants may give responses that they consider socially acceptable and consistent with their image. Consequently, it is possible that the data could be compromised by participants not being able to give a complete and truthful

answer or withholding their answers. The integrity and reliability of a study's results and conclusions may be influenced by the presence of inherent bias.

The transferability of findings from research is an important limitation. In particular, the study addresses only a single group of teachers in Greece and thus it is not possible to draw general conclusions on other groups of teaching staff or geographical areas. Education systems, cultural backgrounds and geographical areas can have an important impact on the views and attitudes of teachers. As such, researchers and policymakers need to exercise caution when concluding the study's findings from different learning contexts or geographical areas.

This study clearly shows a correlation between teachers' personality characteristics and their engagement with elements connected to the EU. However, it does not focus on causal relationships or underlying processes that contribute to the observed associations. To gain a deeper understanding of the factors influencing these emotional characteristics and how they influence teachers' teaching decisions, there is a need for an extensive investigation. The mechanisms by which these variables link to each other should be investigated further in future research.

To obtain a one time perspective on the demographics and psychological characteristics of teachers at an individual juncture, this study has carried out a multiscale survey. Consequently, the research design makes it less possible to identify definitive evidence of an association between these characteristics and changes in them over time. The possibility to provide a more detailed understanding of the dynamic nature of teacher characteristics and their changing participation in education within the framework of the EU could be achieved through long term Longitudinal Studies which involve systematic tracking of variables over many periods.

The qualitative methodology used for this study is of some usefulness in providing an insight into statistics, but over time it tends to miss the more

detailed and contextual elements of teachers' perspectives and experiences. Qualitative research techniques, e.g. depth of interviews or exploratory questionnaires, were not included in the study design. The extent to which teachers' motives, beliefs and questions concerning EU pedagogical mainstreaming can be understood may be limited by the predominant focus on quantitative analysis. It is advised that the next research initiative uses a combination of methods to gain an overall understanding of this topic.

Overall, this study has several academic drawbacks, such as the presence of self-report bias, difficulty to generalise findings, absence of causal investigation, use of an overlapping methodology, and exclusive use of qualitative data. These limitations must be acknowledged and overcome when researching to enhance the depth and broadness of knowledge about the complicated relationship between teacher characteristics and their involvement with EU education efforts.

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Annex

Motivate Teachers 4 Europe (Teachers' version)

Part 1

Δημογραφικά στοιχεία

A. Παρακαλώ, συμπληρώστε τα παρακάτω στοιχεία:

1. Φύλο (κυκλώστε) :

Α / Θ / Άλλο: _____

Προτιμώ να μην απαντήσω.

2. Ηλικία: _____

3. Ποια είναι η οικογενειακή σας κατάσταση;

Άγαμη/-ος

Σε σχέση

Σε σύμφωνο συμβίωσης

Έγγαμη/-ος (πολιτικό/θρησκευτικό γάμο)

Χήρα/-ος

Σε διάσταση

Διαζευγμένη/-ος

Προτιμώ να μην απαντήσω.

Άλλο. Παρακαλούμε προσδιορίστε: _____

4. Έχετε παιδιά; Αν ναι, τι ηλικία έχουν; Μπορείτε να επιλέξετε παραπάνω από μία απαντήσεις.

Δεν έχω παιδιά.

Ναι, παιδιά κάτω των 5 ετών.

Ναι, παιδιά ηλικίας 5- 10 ετών.

Ναι, παιδιά ηλικίας 11- 18 ετών.

Ναι, παιδιά άνω των 18 ετών.

Προτιμώ να μην απαντήσω.

5. Ποιο είναι το ετήσιο οικογενειακό εισόδημά σας;

έως 10.000 €

10.001- 15.000 €

15.001- 20.000 €

20.001- 25.000 €

25.001- 30.000 €

30.001- 40.000 €

40.001- 50.000 €

50.000 € και άνω

Προτιμώ να μην απαντήσω.

6. Ποια από τις ακόλουθες κατηγορίες περιγράφει καλύτερα την περιοχή στην οποία ζείτε;

Μητροπολιτικό κέντρο (π.χ.: Αθήνα – Θεσσαλονίκη)

Αστικό κέντρο - Πόλη

Κωμόπολη

Αγροτική περιοχή

Άλλο. Παρακαλούμε προσδιορίστε: _____

7. Ποιο είναι το μορφωτικό σας επίπεδο; Παρακαλούμε επιλέξτε το ανώτερο επίπεδο σπουδών σας.

Απόφοιτη/-ος Διδασκαλείου

Απόφοιτη/-ος Πανεπιστημίου

Μεταπτυχιακή/-ός φοιτήτρια/-ής

Κάτοχος Μεταπτυχιακού Τίτλου Σπουδών

Υποψήφια/-ος Διδάκτορας

Κάτοχος Διδακτορικού Τίτλου Σπουδών

Άλλο. Παρακαλούμε προσδιορίστε: _____

8. Ποιο από τα ακόλουθα περιγράφει καλύτερα την τρέχουσα εργασιακή σας κατάσταση; Μπορείτε να επιλέξετε παραπάνω από μία απαντήσεις.

Διευθύντρια/-ντής ή Προϊσταμένη/-ος

Μόνιμη/-ος εκπαιδευτικός

Αναπληρώτρια/-ής

Ωρομίσθια/-ιος

Άλλο. Παρακαλούμε προσδιορίστε: _____

9. Έτη διδακτικής εμπειρίας

Λιγότερο από 1 έτος

1-5 έτη

6-10 έτη

11-15 έτη

16-20 έτη

20 + έτη

10. Εργάζεστε σε δημόσιο ή ιδιωτικό σχολείο;

Δημόσιο

Ιδιωτικό

Άλλο. Παρακαλούμε προσδιορίστε: _____

11. Σε ποια βαθμίδα εκπαίδευσης εργάζεστε;

Πρωτοβάθμια

Δευτεροβάθμια

Επαγγελματικό Λύκειο

Άλλο. Παρακαλούμε προσδιορίστε: _____

Part 2

Στοιχεία για την Ευρωπαϊκή Ένωση

1. Πώς θα κρίνατε την παρούσα κατάσταση σε καθέναν από τους ακόλουθους τομείς;

		Πολ ύ κακ ή	Αρκετ ά κακή	Ούτε κακ ή ούτε καλ ή	Αρκετ ά καλή	Πολ ύ καλ ή	Δε γνωρί ζω	Προτιμ ώ να μην απαντή σω
1	Την ελληνική οικονομία.	1	2	3	4	5	6	7
2	Την ευρωπαϊκή οικονομία.	1	2	3	4	5	6	7
3	Την παγκόσμια ενεργειακή κρίση.	1	2	3	4	5	6	7
4	Την περιβαλλοντική υποβάθμιση και	1	2	3	4	5	6	7

	την κλιματική αλλαγή.							
5	Την προάσπιση των ανθρωπίνων δικαιωμάτων.	1	2	3	4	5	6	7
6	Την παγκόσμια προσφυγική και μεταναστευτική κρίση.	1	2	3	4	5	6	7
7	Την προσωπική σας επαγγελματική κατάσταση (Απαντήστε μόνο αν σας αφορά.).	1	2	3	4	5	6	7
8	Την προσωπική/οικογενειακή οικονομική κατάσταση σας.	1	2	3	4	5	6	7
9	Την κατάσταση της	1	2	3	4	5	6	7

	απασχόλησης στην Ελλάδα.							
10	Την παροχή εκπαιδευτικών υπηρεσιών στην Ευρώπη (π.χ.: υλικοτεχνικές υποδομές).	1	2	3	4	5	6	7
11	Την παροχή εκπαιδευτικών υπηρεσιών στην Ελλάδα (π.χ.: υλικοτεχνικές υποδομές).	1	2	3	4	5	6	7

2. Οι επόμενοι δώδεκα μήνες θα είναι όσον αφορά:

		Πολύ κακοί	Αρκετά κακοί	Ούτε κακοί ούτε	Καλύτεροι	Πολύ καλοί	Δε γνωρίζω	Προτιμώ να μην απαντήσω
--	--	------------	--------------	-----------------	-----------	------------	------------	-------------------------

				καλο ί				
1	στην οικονομική κατάσταση στην Ελλάδα.	1	2	3	4	5	6	7
2	στην οικονομική κατάσταση στην ΕΕ.	1	2	3	4	5	6	7
3	στην παγκόσμια ενεργειακή κρίση.	1	2	3	4	5	6	7
4	στην περιβαλλοντι κή υποβάθμιση και την κλιματική αλλαγή.	1	2	3	4	5	6	7

5	στην προάσπιση των ανθρωπίνων δικαιωμάτων.	1	2	3	4	5	6	7
6	στην παγκόσμια προσφυγική και μεταναστευτι κή κρίση.	1	2	3	4	5	6	7
7	στην προσωπική μου επαγγελματι κή κατάσταση (Απαντήστε μόνο αν σας αφορά.).	1	2	3	4	5	6	7
8	στην προσωπική/οι κογενειακή οικονομική κατάσταση	1	2	3	4	5	6	7

	μου.							
9	στην κατάσταση της απασχόλησης στην Ελλάδα.	1	2	3	4	5	6	7
10	στην παροχή εκπαιδευτικών υπηρεσιών στην Ελλάδα (π.χ.: υλικοτεχνικές υποδομές).	1	2	3	4	5	6	7
11	στην παροχή εκπαιδευτικών υπηρεσιών στην Ευρώπη (π.χ.: υλικοτεχνικές υποδομές).	1	2	3	4	5	6	7

3. Γενικά, η άποψη που έχετε για την ΕΕ είναι:

πολύ αρνητική.	1
αρκετά αρνητική.	2
ούτε αρνητική ούτε θετική.	3
αρκετά θετική.	4
πολύ θετική.	5
Δε γνωρίζω.	6
Προτιμώ να μην απαντήσω.	7

4. Πώς καθένα από τα παρακάτω επίθετα περιγράφει την άποψη που έχετε για την ΕΕ;

		Περιγράφει πολύ λανθασμένα	Περιγράφει αρκετά λανθασμένα	Ούτε λανθασμένα ούτε σωστά	Περιγράφει αρκετά σωστά	Περιγράφει πολύ σωστά	Δε γνωρίζω	Προτιμώ να μην απαντήσω
1	Εκσυγχρονιστική	1	2	3	4	5	6	7
2	Δημοκρατική	1	2	3	4	5	6	7
3	Προστατευτική	1	2	3	4	5	6	7
4	Αποτελεσματική	1	2	3	4	5	6	7
5	Τεχνοκρατική/ Γραφειοκρατική	1	2	3	4	5	6	7
6	Άλλο. Παρακαλούμε προσδιορίστε.	1	2	3	4	5	6	7

5. Πόσο εμπιστεύεστε τους παρακάτω ευρωπαϊκούς θεσμούς;

		Καθόλου	Λίγο	Ούτε λίγο ούτε πολύ	Αρκετά	Πολύ	Δε γνωρίζω εάν πρέπει να τον εμπιστευόμαι.	Δεν έχω ακούσει ποτέ για τον συγκεκριμένο ευρωπαϊκό θεσμό.	Προτιμώ να μην απαντήσω
1	Το Ευρωπαϊκό Κοινοβούλιο.	1	2	3	4	5	6	7	8
2	Την Ευρωπαϊκή Επιτροπή (Κομισιόν)	1	2	3	4	5	6	7	8
3	Το Ευρωπαϊκό Συμβούλιο.	1	2	3	4	5	6	7	8
4	Το Συμβούλιο	1	2	3	4	5	6	7	8

	της Ευρωπαϊκής Ένωσης.								
5	Τον Ευρωπαϊό Διαμεσολαβ ητή.	1	2	3	4	5	6	7	8
6	Τον Ευρωπαϊκό Οργανισμό Περιβάλλον τος.	1	2	3	4	5	6	7	8
7	Το Ευρωπαϊκό Κέντρο για την Ανάπτυξη της Επαγγελμα τικής Κατάρτισης (CEDEFOP).	1	2	3	4	5	6	7	8
8	Τον Ευρωπαϊκό	1	2	3	4	5	6	7	8

	Εκτελεστικό Οργανισμό Εκπαίδευσης και Πολιτισμού (EACEA)								
9	Τον Οργανισμό Θεμελιωδών Δικαιωμάτων της Ευρωπαϊκής Ένωσης (FRA).	1	2	3	4	5	6	7	8

6. Επιλέξτε σε ποιο βαθμό συμφωνείτε ή διαφωνείτε με τις παρακάτω δηλώσεις.

		Διαφω νώ	Διαφω νώ	Ούτε διαφων ώ ούτε	Συμφω νώ	Συμφω νώ	Δε γνωρί ζω	Προτιμ ώ να μην
--	--	-------------	-------------	--------------------------	-------------	-------------	-------------------	-----------------------

		απόλυτ α		συμφω νώ		απόλυτ α		απαντή σω
1	Γνωρίζω πώς λειτουργεί η ΕΕ.	1	2	3	4	5	6	7
2	Επιθυμώ να μάθω περισσότερα για το πώς λειτουργεί η ΕΕ.	1	2	3	4	5	6	7
3	Κατανοώ τη λειτουργία της ΕΕ.	1	2	3	4	5	6	
4	Γνωρίζω τις αξίες και τις αρχές της ΕΕ.	1	2	3	4	5	6	7
5	Επιθυμώ να μάθω περισσότερα για τις αξίες	1	2	3	4	5	6	7

	και τις αρχές της ΕΕ.							
6	Τα συμφέροντα της Ελλάδας λαμβάνονται σοβαρά υπόψη στην ΕΕ.	1	2	3	4	5	6	7
7	Ωφελείται η Ελλάδα από τη συμμετοχή της στην ΕΕ.	1	2	3	4	5	6	7
8	Η άποψη της ΕΕ «μετράει» παγκοσμίως.	1	2	3	4	5	6	7
9	Η παγκοσμιοποίηση είναι	1	2	3	4	5	6	7

	<p>μια ευκαιρία για οικονομική ανάπτυξη.</p>							
10	<p>Η Ελλάδα θα μπορούσε να αντιμετωπίσει καλύτερα το μέλλον εκτός ΕΕ.</p>	1	2	3	4	5	6	7
11	<p>Πρέπει να λαμβάνονται περισσότερες αποφάσεις σε επίπεδο ΕΕ.</p>	1	2	3	4	5	6	7
12	<p>Η παγκόσμια ενεργειακή κρίση μπορεί να αντιμετωπιστεί αποτελεσματικά με τα</p>	1	2	3	4	5	6	7

	μέτρα στήριξης από την ΕΕ.							
13	Η περιβαλλοντι κή υποβάθμιση και η κλιματική αλλαγή μπορούν να αντιμετωπιστ ούν αποτελεσματ ικά με τα μέτρα στήριξης από την ΕΕ.	1	2	3	4	5	6	7
14	Η πολιτική και η δράση της ΕΕ στον τομέα των ανθρωπίνων δικαιωμάτων είναι	1	2	3	4	5	6	7

αποτελεσμα τικές.								
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7. Σχετικά με το μέλλον της ΕΕ είμαι ...

πολύ απαισιόδοξη/-ος. 1

αρκετά απαισιόδοξη/-ος. 2

ουδέτερη/-ος. 3

αρκετά αισιόδοξη/-ος. 4

πολύ αισιόδοξη/-ος. 5

Δε γνωρίζω. 6

Προτιμώ να μην απαντήσω. 7

8. Επιλέξτε σε ποιο βαθμό συμφωνείτε ή διαφωνείτε με τις παρακάτω δηλώσεις.

		Διαφω νώ απόλυτ α	Διαφω νώ	Ούτε διαφων ώ ούτε συμφω νώ	Συμφω νώ	Συμφω νώ απόλυτ α	Δε γνωρί ζω	Προτιμώ να μην απαντή σω
1	Αισθάνομαι ότι είμαι πολίτης της ΕΕ.	1	2	3	4	5	6	7
2	Γνωρίζω ποια είναι τα δικαιώματά μου ως πολίτης της ΕΕ.	1	2	3	4	5	6	7

3	Θέλω να γνωρίσω περισσότερα για τα δικαιώματά μου ως πολίτη της ΕΕ.	1	2	3	4	5	6	7
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9. Η ιθαγένειά σας είναι:

Ελληνική

Άλλη/Άλλες

10. Βλέπετε τον εαυτό σας ως...:

Ελληνίδα/Έλληνα μόνο.

Ευρωπαϊά/-ο μόνο.

Ελληνίδα/Έλληνα και Ευρωπαϊά/-ο

Κανένα από τα παραπάνω.

Δεν ξέρω.

Προτιμώ να μην απαντήσω.

11. Έχετε συμμετάσχει σε κάποιο πρόγραμμα χρηματοδοτούμενο από την Ευρωπαϊκή Ένωση;

Ναι.

Όχι.

12. Σε ποιο από τα παρακάτω προγράμματα έχετε συμμετάσχει (μπορείτε να επιλέξετε περισσότερες από μία απαντήσεις); Multiple

- Κινητικότητα Φοιτητριών/-των για Σπουδές
- Κινητικότητα Φοιτητριών/-των για Πρακτική Άσκηση
- Κινητικότητα για Νέους – Ανταλλαγές Νέων, Βασική Δράση 1 (KA1-Κινητικότητα)
- Κινητικότητα για εργαζόμενους στον τομέα της Νεολαίας (Youth Workers), Βασική Δράση 1 (KA1-Κινητικότητα)
- Σχολική Εκπαίδευση, Βασική Δράση 1 (KA1-Κινητικότητα)
- Ανώτατη Εκπαίδευση, Βασική Δράση 1 (KA1-Κινητικότητα)
- Επαγγελματική Εκπαίδευση και Κατάρτιση, Βασική Δράση 1 (KA1-Κινητικότητα)
- Εκπαίδευση Ενηλίκων, Βασική Δράση 1 (KA1-Κινητικότητα)
- Σχολική Εκπαίδευση, Βασική Δράση 2 (KA2-Στρατηγικές Συμπράξεις)
- Ανώτατη Εκπαίδευση, Βασική Δράση 2 (KA2- Στρατηγικές Συμπράξεις)
- Επαγγελματική Εκπαίδευση και Κατάρτιση, Βασική Δράση 2 (KA2-Στρατηγικές Συμπράξεις)
- Εκπαίδευση Ενηλίκων, Βασική Δράση 2 (KA2- Στρατηγικές Συμπράξεις)
- Δράσεις Jean Monnet
- Σχολεία Πρέσβεις του Ευρωπαϊκού Κοινοβουλίου

- Άλλο. Παρακαλούμε προσδιορίστε.

13. Σας ενδιαφέρει να ενημερώνεστε για θέματα που αφορούν:

στην ΕΕ γενικότερα.

στην Ελλάδα ως μέλος της ΕΕ.

στις παροχές και δυνατότητες που μπορεί να έχει η χώρα σας ως μέλος της ΕΕ.

Άλλο. Παρακαλούμε προσδιορίστε.

14. Ποια πηγή θεωρείτε αξιόπιστη, για να ενημερώνεστε για θέματα της Ευρωπαϊκής Ένωσης (μπορείτε να επιλέξετε περισσότερες από μία απαντήσεις);

Τηλεόραση.

Ραδιόφωνο.

Έντυπος Τύπος (π.χ.: εφημερίδες, περιοδικά κ.λπ.).

Ενημερωτικές ιστοσελίδες.

Ενημερωτικές σελίδες της ΕΕ

Europe Direct της περιφέρειάς μου

Μέσα Κοινωνικής Δικτύωσης (π.χ.: Facebook, Twitter, Instagram κ.λπ.).

Φιλικό και οικογενειακό περιβάλλον.

Από πρωτοβουλίες των πολιτικών κομμάτων.

Από τους ευρωβουλευτές.

Δεν ενημερώνομαι ιδιαίτερα.

Προτιμώ να μην απαντήσω.

Άλλο. Παρακαλούμε προσδιορίστε.

15. Κατά τη διάρκεια των σπουδών σας, έχετε παρακολουθήσει μαθήματα για την ΕΕ;

Ναι

Όχι

Προτιμώ να μην απαντήσω.

16. Έχετε παρακολουθήσει επιμορφωτικό σεμινάριο για την ΕΕ;

Ναι

Όχι

Προτιμώ να μην απαντήσω.

17. Θεωρείτε ότι χρειάζεστε επιμόρφωση για την ΕΕ;

Ναι

Όχι

Προτιμώ να μην απαντήσω.

18. Επιλέξτε σε ποιο βαθμό συμφωνείτε ή διαφωνείτε με τις παρακάτω δηλώσεις.

		Διαφωνώ απόλυτα	Διαφωνώ	Ούτε διαφωνώ ούτε συμφωνώ	Συμφωνώ	Συμφωνώ απόλυτα	Δε γνωρίζω	Προτιμώ να μην απαντήσω
1	Θεωρώ ότι οι γνώσεις μου είναι αρκετές, για να διδάξω την ΕΕ.	1	2	3	4	5	6	7
2	Γνωρίζω τις παιδαγωγικές μεθόδους, για να	1	2	3	4	5	6	7

	διδάξω την ΕΕ.							
3	Γνωρίζω πώς να χρησιμοποιώ τα ψηφιακά εργαλεία για τη διδασκαλία της ΕΕ (π.χ.: quiz, παιχνίδια).	1	2	3	4	5	6	7
4	Γνωρίζω να χρησιμοποιώ στη διδασκαλία για την ΕΕ μεθόδους βιωματικής μάθησης.	1	2	3	4	5	6	7
5	Γνωρίζω να χρησιμοποιώ στη	1	2	3	4	5	6	7

	διδασκαλία για την ΕΕ την προσομοίωσ η.							
6	Γνωρίζω να χρησιμοποι ώ στη διδασκαλία για την ΕΕ την ανεστραμμέ νη τάξη.	1	2	3	4	5	6	7
7	Γνωρίζω να χρησιμοποι ώ στη διδασκαλία για την ΕΕ τη μικρο- μάθηση.	1	2	3	4	5	6	7
8	Γνωρίζω να χρησιμοποι ώ στη	1	2	3	4	5	6	7

	<p>διδασκαλία για την ΕΕ τη μέθοδο παζλ (jigsaw).</p>							
9	<p>Γνωρίζω να χρησιμοποιώ στη διδασκαλία για την ΕΕ τις τέχνες.</p>	1	2	3	4	5	6	7
10	<p>Θέλω να συμμετέχω σε επιμορφωτικά σεμινάρια για την ΕΕ.</p>	1	2	3	4	5	6	7
11	<p>Θεωρώ σημαντική τη συμμετοχή σε ευρωπαϊκά</p>	1	2	3	4	5	6	7

	προγράμματα.							
1	Θεωρώ	1	2	3	4	5	6	7
2	σημαντική τη διδασκαλία για την ΕΕ.							

Part 3

Πρώτη Ενότητα

Ερωτηματολόγιο IPIP Big-Five personality questionnaire

Στις σελίδες που ακολουθούν, υπάρχουν φράσεις που περιγράφουν συμπεριφορές ανθρώπων. Σας παρακαλώ να χρησιμοποιήσετε τις απαντήσεις που βρίσκονται δίπλα σε κάθε πρόταση για να περιγράψετε πόσο πιστά κάθε πρόταση περιγράφει εσάς. Περιγράψτε τον εαυτό σας όπως είστε αυτή τη στιγμή και όχι όπως θα θέλατε να ήσασταν στο μέλλον. Περιγράψτε τον εαυτό σας όπως ειλικρινά τον αντιλαμβάνεστε σε σχέση με άλλους ανθρώπους το ίδιου φύλου και περίπου της ίδιας ηλικίας. Για να μπορείτε να περιγράψετε τον εαυτό σας με ειλικρίνεια, οι απαντήσεις σας είναι ανώνυμες και εμπιστευτικές. Σας παρακαλούμε να διαβάσετε κάθε πρόταση προσεκτικά και κυκλώστε τον αριθμό που αντιστοιχεί στην πρόταση που επιλέγετε. 1= Καθόλου αντιπροσωπευτικό, 2=Λίγο αντιπροσωπευτικό, 3=Δεν μπορώ να αποφασίσω, 4=Κάπως αντιπροσωπευτικό, 5=Πολύ αντιπροσωπευτικό

1. Είμαι η ζωή σε ένα πάρτι.	1	2	3	4	5
2. Αισθάνομαι μικρό ενδιαφέρον για τον υπόλοιπο κόσμο.	1	2	3	4	5
3. Είμαι πάντοτε προετοιμασμένη/-ος.	1	2	3	4	5
4. Αγχώνομαι εύκολα.	1	2	3	4	5
5. Διαθέτω ένα πλούσιο λεξιλόγιο.	1	2	3	4	5
6. Δεν μιλώ πολύ.	1	2	3	4	5
7. Ενδιαφέρομαι για τα άλλα άτομα.	1	2	3	4	5
8. Αφήνω τα πράγματά μου ολόγυρα.	1	2	3	4	5
9. Είμαι χαλαρή/-ός τις περισσότερες φορές.	1	2	3	4	5
10. Δυσκολεύομαι να κατανοήσω αφηρημένες ιδέες.	1	2	3	4	5
11. Αισθάνομαι άνετα όταν βρίσκομαι ανάμεσα σε άλλα άτομα.	1	2	3	4	5
12. Προσβάλλω άλλα άτομα.	1	2	3	4	5
13. Δίνω προσοχή στις λεπτομέρειες.	1	2	3	4	5
14. Ανησυχώ για διάφορα πράγματα.	1	2	3	4	5
15. Έχω ζωηρή (ζωντανή) φαντασία.	1	2	3	4	5
16. Προτιμώ να μένω στο παρασκήνιο.	1	2	3	4	5
17. Συμπάσχω με τα συναισθήματα των άλλων ατόμων.	1	2	3	4	5
18. Τα κάνω άνω κάτω.	1	2	3	4	5
19. Σπάνια νιώθω μελαγχολία.	1	2	3	4	5
20. Δεν ενδιαφέρομαι για αφηρημένες ιδέες.	1	2	3	4	5
21. Αρχίζω συζητήσεις.	1	2	3	4	5
22. Δεν ενδιαφέρομαι για τα προβλήματα των άλλων ατόμων.	1	2	3	4	5
23. Κάνω τις «αγγαρείες» αμέσως.	1	2	3	4	5
24. Ενοχλούμαι εύκολα.	1	2	3	4	5
25. Έχω εξαιρετικές ιδέες.	1	2	3	4	5
26. Έχω ελάχιστα πράγματα να πω.	1	2	3	4	5
27. Έχω ευαίσθητη καρδιά.	1	2	3	4	5
28. Συχνά ξεχνώ να βάζω τα πράγματα πίσω στη σωστή τους θέση.	1	2	3	4	5

29. Αναστατώνομαι εύκολα.	1	2	3	4	5
30. Δεν έχω μεγάλη φαντασία.	1	2	3	4	5
31. Μιλώ με πολλά και διαφορετικά άτομα στα πάρτι.	1	2	3	4	5
32. Δεν ενδιαφέρομαι πραγματικά για τα άλλα άτομα.	1	2	3	4	5
33. Μου αρέσει η τάξη.	1	2	3	4	5
34. Η διάθεσή μου αλλάζει διαρκώς.	1	2	3	4	5
35. Είμαι γρήγορη/-ος στο να καταλαβαίνω πράγματα.	1	2	3	4	5
36. Δεν μου αρέσει να προσελκύω την προσοχή πάνω μου.	1	2	3	4	5
37. Βρίσκω χρόνο να αφιερώσω σε άλλα άτομα.	1	2	3	4	5
38. Αποφεύγω αυτά που πρέπει να κάνω (τα καθήκοντά μου).	1	2	3	4	5
39. Έχω συχνές εναλλαγές στη διάθεσή μου.	1	2	3	4	5
40. Χρησιμοποιώ δύσκολες λέξεις.	1	2	3	4	5
41. Δεν με ενοχλεί να είμαι το επίκεντρο της προσοχής.	1	2	3	4	5
42. Αισθάνομαι τα συναισθήματα των άλλων ατόμων.	1	2	3	4	5
43. Ακολουθώ ένα πρόγραμμα.	1	2	3	4	5
44. Εκνευρίζομαι εύκολα.	1	2	3	4	5
45. Αφιερώνω χρόνο για να αξιολογώ τα πράγματα (που κάνω).	1	2	3	4	5
46. Είμαι ήσυχη/-ος όταν βρίσκομαι ανάμεσα σε ξένα άτομα (άτομα που δε γνωρίζω).	1	2	3	4	5
47. Κάνω τα άτομα γύρω μου να αισθάνονται άνετα.	1	2	3	4	5
48. Είμαι ακριβής στη δουλειά μου.	1	2	3	4	5
49. Συχνά αισθάνομαι μελαγχολικά.	1	2	3	4	5
50. Είμαι γεμάτη/-ος ιδέες.	1	2	3	4	5

Δεύτερη Ενότητα
Brief Resilience Scale (BRS)

Στην Δεύτερη Ενότητα, διαβάστε προσεκτικά τις παρακάτω δηλώσεις. Για κάθε δήλωση επιλέξτε έναν αριθμό από το 1 έως το 5, για να δείξετε σε ποιο βαθμό διαφωνείτε ή συμφωνείτε με την κάθε πρόταση. Μη σκέφτεστε πολύ τις απαντήσεις σας- οι αρχικές σας σκέψεις είναι συνήθως οι καλύτερες.

1. Συνήθως ανακάμπτω γρήγορα μετά από δυσκολίες.

1	2	3	4	5
Διαφωνώ Απόλυτα	Διαφωνώ	Ούτε συμφωνώ/ Ούτε διαφωνώ	Συμφωνώ	Συμφωνώ Απόλυτα

2. Δυσκολεύομαι να τα βγάλω πέρα με στρεσογόνα γεγονότα.

3. Δεν μου παίρνει πολύ χρόνο να ανακάμψω από στρεσογόνα γεγονότα.

4. Μου είναι δύσκολο να επανέλθω γρήγορα, στην κατάσταση που ήμουν πριν, όταν συμβαίνει κάτι κακό.

5. Συνήθως τα βγάζω πέρα με τις δυσκολίες χωρίς πολλά προβλήματα.

6. Συνήθως μου παίρνει αρκετό χρόνο να ξεπεράσω τα εμπόδια που αντιμετωπίζω στη ζωή μου.

Τρίτη Ενότητα

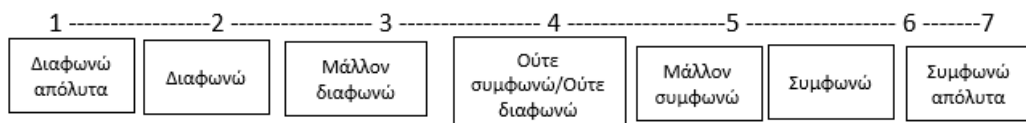
Α) Κλίμακα ικανοποίησης και απογοήτευσης βασικών ψυχολογικών αναγκών (BPNSNF)						
<p>Παρακάτω, σας ρωτάμε για το είδος των εμπειριών που πραγματικά έχετε στη ζωή σας. Παρακαλούμε διαβάστε προσεκτικά καθένα από τα παρακάτω στοιχεία. Μπορείτε να επιλέξετε από το 1 έως το 5, για να δηλώσετε τον βαθμό στον οποίο η δήλωση είναι αληθής για εσάς σε αυτό το σημείο της ζωής σας.</p>						
		1	2	3	4	5
		Καθόλου αληθές				Εντελώς/Απόλυτα αληθές
1	Έχω μια αίσθηση επιλογής και ελευθερίας στα πράγματα που αναλαμβάνω.	1	2	3	4	5
2	Τα περισσότερα από τα πράγματα που κάνω τα νιώθω σαν να «πρέπει».	1	2	3	4	5
3	Νιώθω ότι άτομα για τα οποία νοιάζομαι νοιάζονται και αυτά για μένα.	1	2	3	4	5
4	Νιώθω αποκλεισμένη/-ος από την ομάδα στην οποία θέλω να ανήκω.	1	2	3	4	5
5	Νιώθω σίγουρη/-ος ότι μπορώ να κάνω τα πράγματα καλά.	1	2	3	4	5
6	Έχω σοβαρές αμφιβολίες για το αν μπορώ να κάνω πράγματα καλά.	1	2	3	4	5
7	Νιώθω ότι οι αποφάσεις μου αντικατοπτρίζουν αυτό που πραγματικά θέλω.	1	2	3	4	5
8	Νιώθω ότι αναγκάζομαι να κάνω πολλά πράγματα που δε θα επέλεγα να κάνω.	1	2	3	4	5
9	Νιώθω κοντά με άτομα που νοιάζονται για μένα και για τους οποίους νοιάζομαι και εγώ.	1	2	3	4	5
10	Νιώθω ότι τα άτομα που έχουν σημασία για μένα είναι ψυχρά και απόμακρα απέναντί μου.	1	2	3	4	5
11	Νιώθω ικανή/-ός σε αυτό που κάνω.	1	2	3	4	5
12	Νιώθω απογοητευμένη/-ος με πολλές από τις επιδόσεις μου.	1	2	3	4	5
13	Νιώθω ότι οι επιλογές μου εκφράζουν αυτό που πραγματικά είμαι.	1	2	3	4	5
14	Νιώθω ότι πιέζομαι να κάνω πάρα πολλά πράγματα.	1	2	3	4	5
15	Νιώθω κοντά με άλλα άτομα που έχουν σημασία για μένα.	1	2	3	4	5
16	Έχω την εντύπωση ότι τα άτομα με τα οποία περνάω χρόνο με αντιπαθούν.	1	2	3	4	5
17	Νιώθω ικανή/-ός να επιτύχω τους στόχους μου.	1	2	3	4	5
18	Νιώθω ανασφάλεια για τις ικανότητές μου.	1	2	3	4	5
19	Νιώθω ότι κάνω αυτό που πραγματικά με ενδιαφέρει.	1	2	3	4	5
20	Οι καθημερινές μου δραστηριότητες μοιάζουν με μια αλυσίδα υποχρεώσεων.	1	2	3	4	5
21	Νιώθω «ζεστασιά» με τα άτομα με τα οποία περνάω χρόνο.	1	2	3	4	5
22	Νιώθω ότι οι σχέσεις που έχω είναι απλώς επιφανειακές.	1	2	3	4	5
23	Νιώθω ότι μπορώ να ολοκληρώσω με επιτυχία δύσκολες εργασίες.	1	2	3	4	5
24	Νιώθω αποτυχημένη/-ος εξαιτίας των λαθών που κάνω.	1	2	3	4	5

Τέταρτη Ενότητα

Epistemic Trust General – 15 items – 2022 Version GR updated

Παρακαλούμε διαβάστε προσεκτικά τις παρακάτω προτάσεις. Για κάθε πρόταση επιλέξτε έναν αριθμό από το 1 έως το 7, για να δείξετε σε ποιο βαθμό διαφωνείτε ή συμφωνείτε με την κάθε πρόταση. Μη σκέφτεστε πολύ τις απαντήσεις σας- οι αρχικές σας απαντήσεις είναι συνήθως οι καλύτερες.

Χρησιμοποιήστε την ακόλουθη κλίμακα από το 1 έως το 7:



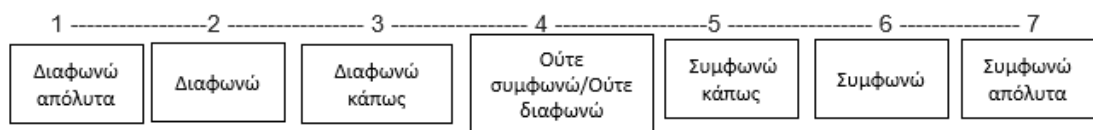
1. Συνήθως ζητάω συμβουλές από άλλα άτομα, όταν έχω ένα προσωπικό πρόβλημα.
2. Μου είναι πιο εύκολο να εμπιστευόμαι και να αφομοιώνω πληροφορίες, όταν αυτές προέρχονται από κάποια/-ον που με γνωρίζει καλά.
3. Προτιμώ να βρίσκω μόνη/-ος μου πράγματα στο διαδίκτυο παρά να ζητάω πληροφορίες από άλλα άτομα.
4. Συνήθως δεν ακολουθώ τις συμβουλές που παίρνω από άλλα άτομα, ακόμα και όταν θεωρώ ότι μπορεί να είναι σωστές.
5. Στο παρελθόν, έχω κρίνει λανθασμένα ποιες/-ους έπρεπε να πιστέψω και με έχουν εκμεταλλευτεί.
6. Συχνά νιώθω ότι τα άτομα δεν καταλαβαίνουν τι θέλω και τι έχω ανάγκη.
7. Συχνά θεωρούμαι αφελής, επειδή πιστεύω σχεδόν οτιδήποτε μου λένε άλλα άτομα.
8. Όταν μιλάω με διαφορετικά άτομα, πείθομαι εύκολα από όσα μου λένε, ακόμα και αν αυτά είναι διαφορετικά από οτιδήποτε πίστευα προηγουμένως.
9. Συζητώντας με άτομα που με γνωρίζουν πολύ καιρό, με βοηθά να ανακαλύπτω νέες οπτικές για τον εαυτό μου.
10. Βρίσκω πολύ χρήσιμο να μαθαίνω από όσα μου λένε άλλα άτομα για τις εμπειρίες τους.
11. Αν δείχνεις μεγάλη εμπιστοσύνη σε αυτά που σου λένε άλλα άτομα, είναι πολύ πιθανό να πληγωθείς.
12. Όταν κάποια/-ος μου λέει κάτι, η άμεση αντίδρασή μου είναι να αναρωτηθώ για ποιον λόγο μου το λέει.
13. Έχω πάρει πολύ συχνά συμβουλές από «λάθος άτομα».
14. Μου έχουν πει ότι επηρεάζομαι πολύ εύκολα από άλλα άτομα.
15. Αν δεν ξέρω τι να κάνω, η πρώτη μου αυθόρμητη αντίδραση είναι να ρωτήσω κάποιο άτομο τη γνώμη του οποίου εκτιμώ.

Πέμπτη Ενότητα

Κλίμακα Ψυχικής Ευζωίας – Flourishing Scale (FS) “Well-being” (Diener et al., 2009)

Παρακάτω δίνονται 8 προτάσεις με τις οποίες πιθανά συμφωνείτε ή διαφωνείτε. Χρησιμοποιώντας την 7-βάθμια κλίμακα, επιλέξτε τον βαθμό τον οποίο συμφωνείτε και σας εκφράζει περισσότερο. Να θυμάστε ότι δεν υπάρχουν σωστές ή λάθος απαντήσεις. Σας ευχαριστούμε.

Χρησιμοποιήστε την ακόλουθη κλίμακα από το 1 έως το 7:



1. Η ζωή μου έχει σκοπό και νόημα.
2. Λαμβάνω στήριξη και ανταμοιβή από τις διαπροσωπικές μου σχέσεις.
3. Εμπλέκομαι ενεργά και ενδιαφέρομαι για τις καθημερινές μου δραστηριότητες.
4. Συνεισφέρω ενεργά για την ευχαρίστηση και την ευημερία των άλλων ατόμων.
5. Είμαι ικανή/-ός και αποδοτική/-ός στις δραστηριότητες που είναι σημαντικές για μένα.
6. Είμαι ένα καλό άτομο και ζω μια καλή ζωή.
7. Είμαι αισιόδοξη/-ος για το μέλλον μου.
8. Χαίρω σεβασμού.

Έκτη Ενότητα

Κλίμακας Γενικευμένης Αυτοαποτελεσματικότητας (Generalized Self - Efficacy Scale) (Schwarzer & Jerusalem, 1995)

Διαλέξτε την απάντηση που περιγράφει καλύτερα τον εαυτό σας τον τελευταίο μήνα. Απαντήστε σε όλες τις προτάσεις. Εάν καμία από τις απαντήσεις δεν σας εκφράζει ακριβώς, σημειώστε αυτή που σας εκφράζει περισσότερο. Μη σκέφτεστε πολύ τις απαντήσεις σας- οι αρχικές σας απαντήσεις είναι συνήθως οι καλύτερες. Σας ευχαριστούμε.

	Προτάσεις	Καθόλου Αληθαι	Ελάχιστα Αληθαι	Αρκετά Αληθαι	Απολύτως Αληθαι
1	Πάντα καταφέρνω να λύνω δύσκολα προβλήματα, αν βέβαια προσπαθήσω αρκετά.	1	2	3	4
2	Εάν κάποιος μου αντιτίθεται, μπορώ πάντα να βρω τρόπους να κάνω αυτό που θέλω.	1	2	3	4
3	Μου είναι εύκολο να παραμείνω σταθερός/ή στους στόχους μου και να πραγματοποιήσω τα σχέδιά μου.	1	2	3	4
4	Πιστεύω για τον εαυτό μου ότι μπορώ να αντιμετωπίσω με αποτελεσματικότητα απροσδόκητα γεγονότα.	1	2	3	4
5	Ευτυχώς λόγω της επινοητικότητάς μου ξέρω πάντα πώς να χειριστώ απρόβλεπτες καταστάσεις.	1	2	3	4
6	Μπορώ να λύσω τα περισσότερα προβλήματα, εάν αφιερώσω την αναγκαία προσπάθεια.	1	2	3	4
7	Όταν αντιμετωπίζω δυσκολίες, παραμένω ήρεμος/η, επειδή μπορώ να βασίζομαι στις ικανότητές μου.	1	2	3	4
8	Όταν βρεθώ αντιμέτωπος/η με ένα πρόβλημα, συνήθως βρίσκω αρκετές λύσεις.	1	2	3	4
9	Εάν είμαι αναγκασμένος/η να αντιμετωπίσω μια κατάσταση, συνήθως μπορώ να σκεφτώ τρόπους να το κάνω	1	2	3	4
10	Δεν παίζει ρόλο τι θα μου συμβεί, συνήθως μπορώ να το αντιμετωπίσω.	1	2	3	4

Έβδομη Ενότητα
Dass 21 Scale Gr

B) DEPRESSION - ANXIETY - STRESS SCALE (DASS) (Lovibond & Lovibond, 1995)						
<p>Παρακαλώ διαβάστε κάθε δήλωση και κυκλώστε έναν αριθμό από το 1, 2, 3, 4, 5 που προσδιορίζει πόσο η συγκεκριμένη φράση ταιριάζει στο πώς αισθανόσαστε την προηγούμενη εβδομάδα. Δεν υπάρχουν σωστές ή λάθος απαντήσεις. Μην μένετε πολύ σε κάθε δήλωση.</p> <p>6. Σχεδόν Ποτέ 7. Μερικές Φορές 8. Συνήθως 9. Τις Περισσότερες Φορές 10. Σχεδόν Πάντα</p>						
1	Δεν μπορούσα να ηρεμήσω τον εαυτό μου.	1	2	3	4	5
2	Ένωθα ότι το στόμα μου ήταν ξηρό.	1	2	3	4	5
3	Δεν μπορούσα να βιώσω κανένα θετικό συναίσθημα.	1	2	3	4	5
4	Δυσκολεύομουν ν' ανασάνω (π.χ.: υπερβολικά γρήγορη αναπνοή, κόπηση της ανάσας μου χωρίς να έχω κάνει σωματική προσπάθεια).	1	2	3	4	5
5	Μου φάνηκε δύσκολο να αναλάβω την πρωτοβουλία να κάνω κάποια πράγματα.	1	2	3	4	5
6	Είχα την τάση να αντιδρώ υπερβολικά στις καταστάσεις που αντιμετώπιζα.	1	2	3	4	5
7	Αισθάνθηκα τρεμούλα (π.χ.: στα χέρια).	1	2	3	4	5
8	Αισθανόμουν συχνά νευρικότητα.	1	2	3	4	5
9	Ανησυχούσα για τις καταστάσεις στις οποίες θα μπορούσα να πανικοβληθώ και να φανώ ανόητη/-ος σε άλλα άτομα.	1	2	3	4	5
10	Ένωσα ότι δεν είχα τίποτα να προσμένω με ενδιαφέρον.	1	2	3	4	5
11	Βρήκα τον εαυτό μου να νιώθει ενοχλημένος.	1	2	3	4	5
12	Μου ήταν δύσκολο να χαλαρώσω.	1	2	3	4	5
13	Ένωθα μελαγχολικός και απογοητευμένος.	1	2	3	4	5
14	Δεν μπορούσα να ανεχτώ οτιδήποτε με κρατούσε από το να συνεχίσω με αυτό που έκανα.	1	2	3	4	5
15	Ένωσα πολύ κοντά στον πανικό.	1	2	3	4	5
16	Τίποτα δεν μπορούσε να με κάνει να νιώσω ενθουσιασμό.	1	2	3	4	5
17	Ένωσα ότι δεν άξιζα πολύ ως άτομο.	1	2	3	4	5
18	Ένωσα ότι ήμουν αρκετά ευερέθιστος.	1	2	3	4	5
19	Αισθανόμουν την καρδιά μου να χτυπάει χωρίς να έχει προηγηθεί σωματική άσκηση (π.χ.: ταχυπαλμία, αρρυθμία).	1	2	3	4	5
20	Ένωσα φοβισμένος χωρίς να υπάρχει λόγος.	1	2	3	4	5
21	Ένωσα πως η ζωή δεν είχε νόημα.	1	2	3	4	5

Όγδοη Ενότητα
ΚΛΙΜΑΚΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΞΟΥΘΕΝΩΣΗΣ

ΣΥΜΒΑΙΝΕΙ:						
	Κάθε μέρα	Πολύ συχνά	Εξαιρετικά συχνά	Κάποιες φορές	Σπάνια	Εξαιρετικά σπάνια
1. Νιώθω εξουθενωμένη/-ος από την δουλειά μου.	1	2	3	4	5	6
2. Νιώθω άδεια/-ος, σαν να μην έχει μείνει τίποτα μέσα μου, στο τέλος της ημέρας.	1	2	3	4	5	6
3. Νιώθω κουρασμένη/-ος όταν ξυπνάω το πρωί και έχω να αντιμετωπίσω ακόμη μια μέρα στη δουλειά.	1	2	3	4	5	6
4. Μπορώ εύκολα να καταλάβω πως νιώθουν οι μαθήτριες/-ές μου για όσα τους συμβαίνουν.	1	2	3	4	5	6
5. Νιώθω ότι συμπεριφέρομαι απρόσωπα σε μερικές/-ούς από τις/τους μαθήτριες/-ές μου, σαν να είναι αντικείμενα.	1	2	3	4	5	6
6. Μου είναι πολύ κουραστικό να δουλεύω με άλλα άτομα όλη την ημέρα.	1	2	3	4	5	6
7. Αντιμετωπίζω πολύ αποτελεσματικά τα προβλήματα των μαθητριών/-ών μου.	1	2	3	4	5	6
8. Νιώθω ψυχικά εξαντλημένη/-ος από τη δουλειά μου.	1	2	3	4	5	6
9. Νιώθω πώς επηρεάζω θετικά την ζωή των μαθητριών/-ών μου μέσα από τη διδασκαλία μου.	1	2	3	4	5	6
10. Νιώθω λιγότερο ευαίσθητη/-ος προς τα άλλα άτομα από τότε που άρχισα να διδάσκω.	1	2	3	4	5	6
11. Με προβληματίζει ότι σιγά-σιγά αυτή η δουλειά με κάνει συναισθηματικά πιο σκληρή/-ό.	1	2	3	4	5	6
12. Νιώθω γεμάτη/-ος δύναμη και ενεργητικότητα.	1	2	3	4	5	6
13. Νιώθω απογοητευμένη/-ος από τη δουλειά μου.	1	2	3	4	5	6
14. Πιστεύω ότι εργάζομαι πολύ σκληρά.	1	2	3	4	5	6
15. Στην ουσία, δε με ενδιαφέρει τι συμβαίνει σε μερικές/-ούς από τις/τους μαθήτριες/-ές.	1	2	3	4	5	6
16. Μου δημιουργεί μεγάλη ένταση που εργάζομαι στενά με τις/τους μαθήτριες/-ές.	1	2	3	4	5	6
17. Μπορώ να δημιουργώ μια άνετη ατμόσφαιρα με τις/τους μαθήτριες/-ές.	1	2	3	4	5	6
18. Στο τέλος της ημέρας, έχω καλή διάθεση που δούλεψα στενά με τις/τους μαθήτριες/-ές.	1	2	3	4	5	6
19. Νιώθω ότι έχω καταφέρει πολλά αξιόλογα πράγματα σε αυτή τη δουλειά.	1	2	3	4	5	6
20. Νιώθω ότι δεν αντέχω άλλο πια... νιώθω πως ο κόμπος έφτασε στο χτένι.	1	2	3	4	5	6
21. Αντιμετωπίζω πολύ ήρεμα τα προβλήματα που προκύπτουν από τη δουλειά μου.	1	2	3	4	5	6
22. Νομίζω ότι οι μαθήτριες/-ές μου επιρρίπτουν ευθύνες για μερικά από τα προβλήματά τους.	1	2	3	4	5	6