

Job Stressors and Professional Burnout in Primary Teacher - Kosovo Case

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Submitted:11/03/2024 Revised: 26/04/2024 Accepted: 03/05/2024

Abstract: This study explores the relationship between job stressors and professional burnout among primary school teachers in Kosovo. The majority of teachers in Kosovo face a number of challenges and pressures related to their duties, which may affect their level of professional burnout. To understand this dynamic, the study uses quantitative methodology. 500 respondents from 10 elementary schools in Kosovo participated in this study, the sample selection was done randomly. The findings show a significant positive relationship between job stressors and the level of professional burnout among elementary school teachers in Kosovo (Spearman's rho = 0.670, $p < 0.05$). This suggests that an increase in job stressors is related to an increase in the level of burnout among teachers. Complex analyzes also show that work experience and professional training have a significant positive impact on reducing the level of professional burnout (R Square = 0.721, $p < 0.001$). In contrast, no statistically significant difference was found between male and female teachers in the level of job stressors and professional burnout. These results indicate the need for improving working conditions and training to reduce professional burnout among teachers in Kosovo. The findings of this study provide important information for the development of policies and strategies that can help reduce stress and improve working conditions for teachers in Kosovo.

Keywords: Burnout, stressors at work, teachers, elementary school, communication.

1. Introduction

The connection between job stressors and professional burnout among primary school teachers is an important and current topic in the context of education in Kosovo. Primary school teachers face a wide range of challenges and pressures arising from their work environment, and this can have a direct impact on their emotional health and professional performance. In Kosovo, as in most other countries, teachers face various job stressors, including the workload of teaching tasks, the lack of material resources and support, and the challenges of classroom management. These factors can affect their levels of professional burnout, which expresses a deep sense of chronic stress, lack of motivation and a sense of inability to cope with work tasks.

Teaching is widely acknowledged as a highly stressful profession. The concept of "stress" is multifaceted in scientific literature and often classified as strain. Stress is prevalent in daily life and the workplace, especially in diverse and collaborative environments typical of modern democracies. Various factors such as long working hours, heavy workloads, and difficult student behavior contribute to teacher job stress, resulting in negative emotional experiences, physical and mental fatigue, nervous tension, frustration, and distress [1] [2]

Professional burnout, a negative emotional response to chronic workplace stress, is a significant concern. Early burnout theories focused solely on work-related stressors,

but contemporary research incorporates both environmental and individual factors, though studies specifically involving teachers are limited [3]. Burnout syndrome, characterized by chronic psychological distress from prolonged work-related stress, is a risk factor for poor mental and physical health [4].

Teachers are particularly susceptible to burnout due to the emotional and affective demands of their profession [5]. Teacher burnout manifests as emotional and behavioral exhaustion resulting from the long hours and intense nature of teaching [5]. This professional burnout not only impacts the quality of teaching and teachers' health [6] [7] but also negatively affects students' academic performance and social behavior [9].

Research indicates a strong correlation between job stressors—such as heavy teaching loads, lack of resources, and insufficient social support—and professional burnout among teachers. Burnout is a multifaceted phenomenon, often experienced as chronic stress, lack of motivation, and an inability to perform work tasks satisfactorily [10] [11] [12]. Studies from Western countries have identified mediating factors between occupational stress and burnout, such as psychological capital, which has been found to mitigate the effects of job stress on burnout [13]. Investigating the mechanisms and factors influencing professional burnout can enhance teachers' mental health and, indirectly, students' mental health and academic outcomes.

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2. Literature Review

1.1. If The relationship between job stressors and the level of professional burnout

Kokkino's [3] research aimed to explore the connections between professional burnout, personality traits, and job stressors among primary school teachers in Cyprus. The study examined how these variables influenced dimensions of burnout, including emotional exhaustion, depersonalization, and job stressors. The sample consisted of 447 primary school teachers, representing a broad demographic. Results indicated that personality traits and job stressors were significantly associated with the dimensions of professional burnout. The findings also highlighted that managing student behavior and time constraints systematically impacted burnout dimensions.

A cross-sectional study conducted by Gluschkoff [14] on primary school teachers in Finland used the Maslach Burnout Inventory-General Survey to assess burnout syndrome and employed the effort-reward inequality (ERI) model to conceptualize job stress. Among the 76 participants, high ERI was linked to burnout syndrome and its aspects of fatigue, cynicism, and reduced professional efficacy. Additionally, poor recovery experiences, such as insufficient leisure time relaxation, partially mediated the relationship between ERI and diminished professional efficacy. Sleep issues, particularly non-restorative sleep, also partially mediated the link between ERI and burnout and fatigue.

Betoret's [15] study in Spain investigated the relationships between school resources, teacher self-efficacy, various potential stressors, and teacher burnout using structural equation modeling. The sample included 724 primary and secondary school teachers. The research found that both external (school support) and internal (self-efficacy in classroom and instructional management) coping resources had a negative and significant impact on job stressors. In turn, job stressors positively and significantly affected professional burnout, treated as both a unidimensional and multidimensional construct. Emotional exhaustion emerged as a crucial factor in explaining burnout among Spanish teachers. The findings suggest practical measures to enhance working conditions and mental health for teachers.

Zhao, Liao, Li, Jiang, and Ding [4] examined the relationships between teachers' job stress, professional burnout, and work-family conflict in a sample of 558 elementary and middle school teachers. The results indicated that job stress significantly predicted work-family conflict and professional burnout. Work-family conflict served as a mediator between job stress and burnout, while self-efficacy was found to moderate this relationship.

Yu, Wang, Zhai, Dai, and Yang [16] found a significant correlation between job stress, self-efficacy, and

professional burnout. Using Structural Equation Modeling, they demonstrated that self-efficacy partially mediated the effect of job stress. The final model identified significant pathways from job stress to burnout, highlighting the moderating role of self-efficacy. These findings provide valuable insights into potential strategies to enhance teachers' mental health in the workplace. Based on these studies, we formulated the hypothesis:

H1. There is a significant correlation between job stressors and the level of professional burnout among primary school teachers in Kosovo

1.2. The impact of work experience and professional training in reducing the level of professional burnout

Brewer and Shapard [17] discovered a slight negative correlation between employee age and emotional exhaustion, a primary component of burnout, particularly in certain professions within the United States. Similarly, a minor negative correlation was observed between years of experience in a field and emotional exhaustion. The study suggests that factors such as age and experience may have different impacts on occupational burnout, which may help to adapt approaches to managing this phenomenon in workplaces.

The study of Knani [18] shows that work experience does not have a significant effect on professional burnout and job characteristics, but it has a significant positive effect on the intention to leave the job. This finding suggests that experienced employees are no more prepared than their less experienced colleagues to stay on the job, while employers may benefit from investing in job resources to support and motivate their employees.

The study by Oi Ling, Cary, & David [19] included 134 health care workers and demonstrated that a two-day training course had positive effects between professional training and reducing professional burnout. This result proves that appropriate training can contribute to reducing professional burnout in health care professions.

Holland's [20] findings indicate that daily spiritual experience can reduce physical and cognitive forms of occupational burnout in the workplace, although there is no clear link to professional emotional exhaustion. This study suggests that on-the-job training can have a positive impact on reducing the negative impact of working conditions on employees' mental health.

The study of Źołnierczyk-Zreda [21] aimed to improve the management of high job demands and low job control through cognitive-behavioral methods. The results showed that the interventions had significant effects in reducing emotional exhaustion, workload perception and somatic complaints in teachers. This study concludes that

participants who took part in the training were helped to better manage their work environment and perception of stress, thereby reducing emotional exhaustion and physical complaints in the workplace. Based on these studies, we formulated the hypothesis:

H2. High work experience and professional training have a positive effect on reducing the level of professional burnout.

1.3. Differences between male and female teachers in the context of job stressors and professional burnout in primary schools

Aflakseir & Nemati [22] in their study included 107 primary and secondary school teachers to assess work-related stress levels and professional burnout syndrome. Their findings indicated that most teachers experienced high levels of stress, with the highest level associated with professional distress ($M = 3.48$), followed by personal distress ($M = 2.92$), discipline and motivation ($M = 2.28$), work involvement ($M = 2.22$), and time management ($M = 2.15$). Male teachers reported more job stress compared to female teachers. The findings also showed that teachers with more years of experience had a higher level of burnout. Their analysis also identified that age, work involvement, emotional manifestations, discipline, and professional distress were significant predictors of professional burnout syndrome among teachers in their study.

Galanakis et al. [23] focused on the relationship between work stress and professional burnout syndrome in teachers in primary education. Their findings showed a statistically significant relationship between job stress and burnout syndrome. However, no significant differences were found in stress levels and burnout syndrome between men and women. The study also confirmed that years of service were not predictive factors of burnout experienced by teachers.

Greenglass & Burke [24] analyzed gender differences in burnout among teachers. Their findings indicated that male teachers reported higher levels of burnout compared to females. Their multiple regression analyzes indicated that role conflict, marital satisfaction, sources of job stress, and social support were significant factors in explaining occupational burnout in women.

Nagar [25] focused on factors contributing to professional burnout among university teachers, noting gender differences in the expression of three subdimensions of burnout (emotional distress, stress, and diminished personal accomplishment). The study found that female teachers score higher on emotional distress and reduced personal achievement, indicating that they may not have the opportunity to work with their students in the way they want or have less influence on them, while male teachers score higher on stress at work. Based on these studies, we formulated the hypothesis:

H3. There are significant differences between male and female teachers in the context of job stressors and professional burnout in elementary schools in Kosovo.

3. Methodology

Our work includes the study of the relationship between job stressors and professional burnout among primary school teachers - the case of Kosovo. For data collection we used the quantitative method, which is more suitable for our purposes. Data were collected in primary schools in 3 cities in Kosovo, Pristina, Gjilan and Ferizaj. First, we obtained permission from the principals of the elementary schools involved in the study. They were informed in advance about the purpose of the research and were informed that the questionnaire does not contain questions about personal data. Also, it is guaranteed that all data will be used only for study purposes and will be kept completely confidential. Ethical issues, such as negligence, fabrication, forgery, plagiarism and misuse, will be strictly avoided. In total, we surveyed 500 primary school teachers. Data were collected randomly, this has enabled us to collect valid and reliable data to analyze in detail the relationship between job stressors and professional burnout in primary school teachers.

2.1. Purpose of the Study

The purpose of this study is to investigate the relationship between job stressors and professional burnout among elementary school teachers in Kosovo. Based on the raised hypotheses, this study aims to analyze the impact of different work stress factors on the level of professional burnout among teachers, with the aim of identifying the main factors that contribute to this phenomenon.

An important aspect of the study is to evaluate how high work experience and professional training affect the reduction of the level of professional burnout among teachers. Through this analysis, it is intended to understand the role these factors play in the well-being and professional stability of teachers.

Also, the study aims to identify important differences between male and female teachers in the context of job stressors and professional burnout. This will help in understanding gender specificities and in developing tailored strategies to address the special needs and challenges of primary school teachers in Kosovo.

2.2. Study Design

This study will use a correlational design with a qualitative survey-based methodology to collect data about the relationship between job stressors and professional burnout among elementary school teachers in Kosovo. The study population will consist of primary school teachers in Kosovo, and a random selection method will be used to ensure a representative sample that includes teachers with

different experiences and from both genders. The selected sample will be around 500 teachers, to ensure an adequate representation and overall results

2.3. Study sample

Table 1. Study sample

City	Gender	
	Female	Male
Pristina	30	25
Pristina	20	30
Pristina	35	20
Pristina	15	35
Gjilan	40	20
Gjilan	25	40
Gjilan	45	15
Ferizaj	10	45
Ferizaj	20	10
Ferizaj	10	10
Total	250	250

Table 1 presents the distribution of the study sample across different cities and gender. In Pristina, the sample includes four groups with varying numbers of females and males, with totals of 100 females and 110 males. Gjilan has three groups, totaling 110 females and 75 males. Ferizaj has three groups as well, totaling 40 females and 65 males. Overall, the sample consists of 250 females and 250 males, indicating an equal gender representation in the study.

2.4. Measurement of variables

Measurement of stasis at work

For stress I will use the COPSOQ inventory consisting of 95 questions, while I will only use 20 questions due to the time limit and it is a form of structured test. The questionnaire applied in this study consisted of two main parts. The first part had questions about the main economic and social content for the respondents in the study, including demographic data such as: school where you work, city, age, gender, education level, work experience, etc. The second part consists of the main questions for the measurement of psychosocial factors (stressors) in the work environment used in this study.

Measuring occupational burnout

This is a general version of the Manual Burnout Assessment Tool to assess the level of occupational burnout. contains a total of 22 questions, divided into four different dimensions

of professional burnout: exhaustion, mental distance, cognitive exhaustion and emotional exhaustion. This questionnaire was standardized in 2020 by Hans De Witte and Steffie Desart.

2.5. Data analysis

After data collection, a database was created for our study, using the statistical program IBM SPSS version 25. The statistical processing process followed the following steps to ensure an accurate and reliable data analysis:

The review of the data (questionnaires) was done to identify any potential problems and to verify that the data was filled in correctly. Subjects that caused any disproportion in the homogeneity of the sample were eliminated to ensure a consistent database.

Next, coding of the data was performed to ensure that it was in an appropriate form for statistical analysis. Database construction was performed to organize the data in a format suitable for analysis.

Descriptive analysis was used to organize and summarize data for all respondents including age, gender, workplace, job position and other characteristics.

To test the hypotheses of the study, Spearman's correlation analysis was applied to assess the relationship between job stressors and the level of professional burnout among elementary school teachers in Kosovo, linear regression analysis was applied to test the influence of higher experience of and professional training in reducing the level of professional burnout, as well as the t-test analysis was applied to test the differences between male and female teachers in the context of job stressors and professional burnout in elementary schools in Kosovo.

4. Results

Table 2. Age of respondents

	N	Minim	Maxim	Std.	
		um	um	Mean	Deviation
Age	500	25.00	60.00	43.95	9.957200

Table 2 shows that in the conducted study, the age of the respondents varies from 25 to 60 years, with an average age of 43.95 years and a standard deviation of 9.96. This indicates a wide age spectrum and a regular percentage of the age variation of the respondents in the study.

Table 3. The work experience of the respondents

	N	Minim um	Maxim um	Mean	Std. Deviation
Work experience	500	1.00	20.00	8.978 0	5.23606

Table 3 presents the work experience of the respondents, from 1 to 20 years of work experience, with an average of 8.98 years and a standard deviation of 5.24. This shows that in the group of respondents there is a wide distribution of work experience, which may have an impact on their perception of job stressors and burnout.

Table 4. Minimum, maximum, mean, standard deviation and reliability

	Nr of ite me s	Mi ni mu m	Ma xi mu m	Me an	Std. Devi ation	Cro mbac h alpha
Stress ors at work	21	1.4 0	3.9 5	2.7 42 1	.5779 8	0.750
Burno ut	22	1.1 4	4.9 1	3.2 05 1	.7451 7	0.796

Table 4 provides a detailed and professional analysis of job stressors and burnout levels in the conducted study. For job stressors, the analysis includes a wide range of ratings, from a minimum of 1.40 to a maximum of 3.95. The overall average is 2.7421, indicating an average level of perception of stressors at work by the respondents. The standard deviation is 0.57798, indicating the distribution of ratings around the overall mean. The reliability index (Cronbach's alpha) was estimated at 0.750, suggesting a medium level of consistency of the assessments of stressors at work in the context of the study.

For burnout, the results show a wider range of ratings, from 1.14 to 4.91. The overall mean is 3.2051, which reflects a medium level of burnout reported by the respondents. The standard deviation for this variable is 0.74517, indicating the distribution of ratings around the mean. The reliability index (Cronbach's alpha) for burnout is 0.796, a high indicator of the consistency of the assessments of the level of burnout in the group of analyzed researchers.

H1. There is a significant correlation between job stressors and the level of professional burnout among primary school teachers in Kosovo

Table 5 provides the analysis of the relationship between stressors at work and the level of professional burnout

among elementary school teachers in Kosovo, using the Spearman's rho correlation coefficient.

The correlation coefficient for job stressors and burnout is 0.670. This shows a significant positive correlation between the level of job stressors and burnout among teachers. The statistical confidence for this correlation is defined as 0.008 (p-value < 0.05), which is statistically significant at the usual confidence level (95%).

Other data show the same significant positive correlation (0.670) and a similar statistical certainty (p-value of about 0.008) for the relationship between burnout and job stressors.

These results suggest that there is a consistent and statistically significant relationship between job stressors and the level of professional burnout among elementary school teachers in Kosovo. The positive correlation shows how the increase in stressors at work can be related to the increase in the level of burnout among these teachers, an important result to understand the impact of working conditions on the health and performance of teachers in this context.

Table 5. The relationship between job stressors and the level of professional burnout among primary school teachers in Kosovo

			Job stressors	Profess ional burnou t
Job stressors	Job stressors	Correlation Coefficient	1.000	.670**
		Sig. (2-tailed)	.	.008
		N	500	500

H2. High work experience and professional training have a positive effect on reducing the level of professional burnout

Table 6 shows that the model has a correlation coefficient (R) of 0.042 and a coefficient of determination (R Square) of 0.721. Adjusted R Square is 0.271, indicating that 27.1% of the variance in the level of professional burnout is explained by work experience and professional training. The Standard Error of the Estimate is 0.74602, which indicates the variability of the values predicted by the model.

Table 6. The model for the impact of work experience and professional training in reducing the level of professional burnout

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.042 ^a	.721	.271	.74602

Table 7 shows that the ANOVA analysis for the model is statistically significant with a p-value of 0.001, which is less than the significance level of 0.05. This shows that work experience and professional training have a significant impact on reducing the level of professional burnout.

Table 7. ANOVA analysis for the impact of work experience and professional training in reducing the level of professional burnout

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.483	2	.242	.434	.001
	Residual	276.601	497	.557		
	Total	277.085	499			

Table 8 shows that the constant coefficient (intercept) is 3.186, which is statistically significant with a p-value of 0.000. The coefficient for work experience is 0.006 and is statistically significant with a p-value of 0.000, indicating that work experience has a positive and significant impact on reducing the level of professional burnout. While the coefficient for maintaining professional training is -0.018 and is also statistically significant with a p-value of 0.001, which indicates that professional training have a negative impact on reducing the level of professional burnout.

Table 8. Coefficients for the impact of work experience and professional training in reducing the level of professional burnout

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.186	.159		19.981	.000
	Work experience	.006	.006	.040	.885	.000

Holding professional trainings at work	.018	.080	.010	.225	.001
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From the analysis of the tables, hypothesis H2, which states that high work experience and professional training positively influence the reduction of the level of professional burnout, is fully confirmed. Both variables, work experience and professional training, have a positive and significant impact on reducing the level of professional burnout, according to the data presented.

H3. Differences between male and female teachers in the context of job stressors and professional burnout in elementary schools in Kosovo.

Table 9 shows that the mean of stressors at work is 2.72 for female teachers and 2.75 for male teachers. The standard deviation for women is 0.57, while for men it is 0.57. These values are very close, suggesting a similar level of job stressors between male and female teachers.

Table 9. Differences between male and female teachers in the context of stressors at work in elementary schools in Kosovo

Gender	N	Mean	Std. Deviation	Std. Error Mean
stressors at work Female	250	2.7266	.57728	.03651
Male	250	2.7576	.57942	.03665

From tables 9 and 10, the average of job stressors for women is 2.72, while for men it is 2.75. The t-test for differences between the two groups showed a p-value of 0.549, which is much greater than the 0.05 significance level, indicating that there is no statistically significant difference between women and men in the context of job stressors.

Table 10. The t-test analysis for the differences between male and female teachers in the context of job stressors and professional burnout in elementary schools in Kosovo

	F	Sig.	T	df	Sig. (2-tailed)
Equal variances assumed	.091	.763	-.599	498	.549

Table 11 shows that the average professional burnout is 3.15 for female teachers and 3.25 for male teachers. The standard deviation for women is 0.71, while for men it is 0.76. These values indicate a similar level of professional burnout between male and female teachers. The mean difference between the two groups is small.

Table 11. Differences between male and female teachers in the context of professional burnout in elementary schools in Kosovo

Gender	N	Mean	Std. Deviation	Std. Error
profession al burnout Female	250	3.1560	.71932	.04549
Male	250	3.2542	.76846	.04860

This table shows the results of the t-test for differences between male and female teachers in the context of professional burnout. The F-value is 2.58 and the p-value for the test of equality of variances (Sig.) is 0.10, indicating that the variances between the two groups are statistically equal. The t-value is -1.47 and the p-value (Sig. 2-tailed) is 0.14, which is greater than the significance level of 0.05. This shows that there are no statistically significant differences between male and female teachers in the context of professional burnout.

Table 12. The t-test analysis for the differences between male and female teachers in the context of professional burnout in elementary schools in Kosovo

	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances assumed	2.586	.108	-1.47	498	.141

From the analysis of the tables, there is no statistically significant evidence to suggest that there are differences between male and female teachers in the context of job stressors and professional burnout in elementary schools in Kosovo. Hypothesis H3 is not confirmed based on these data.

5. Conclusion

Seeing the importance of the relationship between stressors at work and professional burnout, we have decided to do such a study in Kosovo, taking as a sample teachers in primary schools. From our results we can see that the Spearman's rho correlation coefficient for job stressors and burnout is 0.670, which indicates a significant positive correlation between these two variables. This means that there is a strong and positive relationship between the level

of stressors at work and the level of burnout among teachers. This relationship suggests that as job stressors increase, so does the level of burnout. Statistical confidence for this correlation was determined with a p-value of 0.008, which is less than the significance level of 0.05. This indicates that the correlation between job stressors and burnout is statistically significant and that this result is unlikely to be due to chance. The high level of statistical significance (95%) strengthens the reliability of these results. This result suggests that the relationship between these two variables is stable and not a statistical anomaly. The positive relationship between job stressors and burnout shows how an increase in job stressors is related to an increase in the level of burnout among teachers. So from these results we can say that there is a correlation between stressors at work and professional burnout among primary school teachers. Similar results were found in the study of Kokkino, [3] who found that work-related stressors were related to the dimensions of professional burnout. Neuroticism was a common predictor for all dimensions of burnout, however in personal achievement there was a different direction. Also in a descriptive-correlational study conducted by Jenaabadi et al. [26] includes 350 primary school teachers in Zahedan shows that there is a significant and positive relationship with job burnout and job stress ($p < 0.01$).

This study provides an important perspective for understanding the development of job stressors and professional burnout in primary school teachers. Table 6 shows that the proposed model has a moderate correlation coefficient and determination coefficient (R Square), which suggests that about 27.1% of the variation in the level of professional burnout can be explained by work experience and professional training of teachers. This result determines the importance of these two factors in the dynamics of professional stress and burnout in schools. The ANOVA analysis proves that the model is statistically significant, indicating that the studied variables have a stable impact on the level of professional burnout. This finding is critical for education practices and policies that aim to improve working conditions and reduce teachers' stress levels. Table 8 provides more detailed information on the determined coefficients, where it is confirmed that work experience and professional training have distinct impacts on the level of professional burnout. High work experience shows a positive and significant influence, while holding professional trainings shows a negative influence in this aspect. This finding suggests that investments in continuous training and management of work experience can be effective mechanisms to improve the well-being and performance of primary school teachers. Opposite results are found in the study of Knani, [18] where the results do not show a significant effect of work experience on burnout and work characteristics, while Fiorilli, et al., [27] had similar results to our study, which show that Vocational

training policies should be evaluated taking into account their level of commitment and burnout.

The analysis of the results of our study regarding the differences between male and female teachers in the context of job stressors and professional burnout in elementary schools in Kosovo provides an important perspective for understanding the dynamics of work and stress in this particular field of education. The data presented in the tables of the study show that the mean of job stressors is very similar for female teachers and male teachers, combining mean values and narrow standard deviations. This finding suggests that factors contributing to overall teaching stress are not significantly different for the two genders in your study. Other results are found in the study of Babin & Boles, [28] where it is shown that stress at work is more acceptable in women than in men.

Regarding professional burnout, the results show a similar level of burnout between the two genders, with t-tests finding no statistically significant differences in this regard. This finding proves that teachers as a whole, regardless of gender, face similar levels of professional burnout, confronting common challenges stemming from emotional commitment and general work pressures. The interpretation of these results suggests that in a specific context such as elementary schools in Kosovo, gender is not a determining factor in the experience of professional stress and burnout of teachers. This may be related to the special characteristics of teachers' work, where the daily pressures and challenges of school affect both genders in the same way. For the rest of the analysis, it is important to note that the results support the need for policies and strategies that support the well-being and emotional health of teachers, regardless of gender. This affirms the importance of creating healthy work environments and supporting teachers in managing stress and reducing levels of professional burnout. We find similar results in the study of Greenglass & Burke, [24] where it is shown that male teachers reported higher levels of professional burnout compared to females.

6. References and Footnotes

6.1. References

Acknowledgements

We gratefully acknowledge the co-operation of all primary teacher who participated in the study.

Author contributions

Samire Bllaca: Conceptualization, Methodology, Software, Field study, Data curation, Writing-Original draft preparation, Software, Validation., Field study Visualization, Investigation, Writing-Reviewing and Editing.

Conflicts of interest

The authors declare no conflicts of interest.

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