

The Interconnection between Job Satisfaction and Emotional Exhaustion against the Strike at Primary Education Teachers in Kosovo

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Abstract. This study investigates the relationship between job satisfaction and emotional exhaustion among primary education teachers in Kosovo, particularly in the context of strikes. The purpose of this paper is to understand how these variables interact and influence each other focusing on the impact of work experience. The methodology involved a quantitative approach using structured instruments to measure job satisfaction, emotional exhaustion and strike tendencies among 150 teachers from three primary schools in Pristina. Data were collected through questionnaires and analyzed using descriptive statistics, correlation analysis and one-way ANOVA. The findings reveal a positive and linear relationship between job satisfaction and emotional exhaustion indicating that teachers experiencing higher levels of emotional exhaustion report lower job satisfaction. Additionally, the results show that work experience significantly influences job satisfaction with more experienced teachers reporting higher satisfaction levels and better navigation of strikes. However, no significant relationships were found between job satisfaction and strike tendencies or between emotional exhaustion and strike tendencies. The practical implications of this study underscore the importance of addressing emotional exhaustion to enhance job satisfaction among teachers. The findings suggest that future research should explore interventions aimed at mitigating emotional exhaustion and improving job satisfaction in educational settings by providing a comprehensive understanding of the dynamics between job satisfaction, emotional exhaustion and strike tendencies. These insights can inform educational policy and teacher support programs ultimately contributing to a more supportive and satisfying work environment for teachers.

Keywords: Emotional exhaustion, Job satisfaction, Kosovo, Primary education, Teacher strikes, Work experience.

1 | BACKGROUND

The interrelation between job satisfaction and emotional exhaustion has been a central theme in organizational psychology especially within the educational sector. Job satisfaction, characterized as a positive emotional reaction to one's job or work environment is essential for the well-being and performance of employees (Maslach & Jackson, 1979). Various factors such as relationships with colleagues and managers, school policies, and the impact of work on personal lives influence teachers' job satisfaction within the realm of primary education (Ellickson & Logsdon, 2002). Conversely, emotional exhaustion defined as a state of feeling emotionally drained and depleted due to prolonged stress significantly impairs teachers' ability to perform effectively (Cano-García, Padilla-Muñoz, & Carrasco-Ortiz, 2005). Emotional exhaustion not only diminishes teachers' professional capabilities but also adversely affects their personal lives resulting in a decline in overall life satisfaction and well-being.

Teachers have been calling for improvements in education systems, better working conditions and higher compensation in recent years, and this has brought the topic of teacher strikes international attention. Although a means of protest strikes are also an important opportunity to study the relationship between emotional weariness and job satisfaction. The purpose of this research is to investigate the relationship between primary school teachers in Kosovo, an area that has not received enough attention in the literature to date. This research offers distinctive insights into the peculiar difficulties experienced by teachers in this context especially during times of industrial action because it concentrates on Kosovo. The significance of the study is increased by the unique historical and cultural background of Kosovo's socio-political situation.

The importance of this study is underscored by its comprehensive methodology which utilizes three distinct instruments to assess job satisfaction, emotional exhaustion, and strike tendencies. These tools facilitate a nuanced understanding of the interplay between these variables. Furthermore, the study incorporates an extensive demographic analysis to pinpoint specific groups of teachers who may be more susceptible to emotional exhaustion or exhibit higher levels of job satisfaction. This targeted analysis is crucial for devising effective interventions to enhance teachers' well-being. This study provides a holistic perspective on job satisfaction and emotional exhaustion determinants by examining demographic factors such as age, gender, and years of experience.

A fresh viewpoint on how various industrial actions impact job satisfaction and emotional tiredness is also provided by the study's comparison of teachers' experiences during strikes versus lockouts. In light of labor issues in education, this comparison is essential for guiding future research and policy decisions. It can be beneficial for policymakers and educational administrators to comprehend the differences in the consequences of strikes and lockouts when devising methods to lessen the detrimental effects of labor actions on teachers. This research seeks to close a sizable gap in the literature and offer insightful information for enhancing teacher well-being and academic performance by focusing on these particular features.

This study endeavors to enhance our comprehension of the factors that influence job satisfaction and emotional exhaustion among primary education teachers in Kosovo, particularly in the context of strike actions. The results are anticipated to have practical implications for educational policy and teacher support initiatives, ultimately contributing to a more supportive and fulfilling work environment for educators. This research aims to establish a foundation for future studies and interventions designed to improve teachers' quality of life and, consequently, the quality of education provided to students by illuminating the intricate relationships between job satisfaction, emotional exhaustion and strike tendencies.

2 | LITERATURE REVIEW

Emotional exhaustion is the state in which one feels overextended and is running low on both physical and mental resources. There is a reduction in the ability of employees to manage and meet their emotional requirements at work. Jimenez (2020) asserts that emotional exhaustion makes it more difficult to initiate and maintain meaningful contact.

Employees who are emotionally spent could therefore see the company through the same glasses and perceive communications with them as negative. Additionally, according to Tahiri, Kovaçi, and Krasniqi (2020) workers who do not feel a strong connection to the social environment at work are more prone to participate in unproductive behaviors like absenteeism and acting rudely or hurtfully towards coworkers. A meta-analytic analysis of emotional exhaustion provided evidence in support of this theory finding significant associations between emotional tiredness and a variety of work attitudes such as organizational commitment ($p = -0.36$), job satisfaction ($p = -0.47$), and turnover intentions ($p = 0.32$).

One's overall assessment of their work experiences can be inferred from their level of job satisfaction. It is an attitude that arises from the evaluation of three different elements: ideas about work, emotive experiences at work and evaluative judgment (Maloku & Hajdari, 2024). Therefore, emotional tiredness is suggested to be a precondition for job satisfaction in the conception of job satisfaction. Weiss (2002) did characterize job satisfaction as an affective reaction. Even if worn-out workers are psychologically and physically spent, they are more deliberate with their few resources. On the other hand, they would put money into assets that are probably going to yield a high rate of return (Harris, Harvey, & Kacmar, 2009). In addition to being an effective state, contentment in one's work is a valuable asset. Nimani, Maloku, and Avdija (2023) suggested that feeling job satisfaction as a resource can be helpful to effectively manage conflict between role sets or avoid the loss of resources as a result of role conflict. Furthermore, as job satisfaction increases, workers' assessments of role clarity may also get better. We contend that employees are less likely to invest in job satisfaction the more emotionally exhausted they are, given that these individuals have poor quality relationships with coworkers and, consequently, with the organization and are more likely to engage in counterproductive work behaviors (Diefendorff, Erickson, Grandey, & Dahling, 2011).

The striking teachers are a group of teachers who refuse to work for a certain period until their demands are met or their working conditions are changed. They aim to influence public policymakers who have the authority to allocate resources and set taxes for education. Some recent examples of teacher strikes in the US are in Columbus, Ohio, and Seattle where teachers won pay raises, facility improvements, reduced class sizes, and paid parental leave. Temporary school closures leave millions of families struggling with disrupted childcare arrangements and can have important consequences for labor market outcomes (Knight & Westbrook, 1999).

The international literature on the effects of teacher strikes on academic performance is scarce. Colombia offers a unique opportunity to study these effects given the high frequency of detentions and the availability of high-quality data. We find that those students exposed to increasingly longer strikes score lower on average in math and reading using exogenous variations in teacher strikes at the school, district, and department levels (McNeilly & Goldsmith, 1991).

Teachers worldwide participate in strikes to show their concerns about a variety of issues. In countries like the United States, France, and Germany, these demonstrations are quite common. In Latin America, this phenomenon is also very widespread as shown by Diefendorff et al. (2011). Public school teacher strikes are a fact of life in Colombia, disproportionately affecting students from lower-income families. Previous studies have shown that disruption of classes due to teacher strikes generates negative effects on student performance although peaceful protest is a legal right in some countries worldwide including Colombia. Teachers' strikes are characterized by high frequency and duration. Students often miss several days of class during a school year. Teachers are one of the most active groups in the country when it comes to social protest (David, Gidwani, BIRTHARE, & Singh, 2015). According to the study of Kokkinos (2007) group variations in the prevalence of teacher strikes within and across provinces in Argentina examine how teacher strikes affect long-term student outcomes. Exposure to the average incidence of strikes during elementary school reduces male and female labor income by 3.2% and 1.9%, respectively. A back-of-the-envelope calculation suggests these amounts to a total annual revenue loss of \$2.34 billion. We also find an increase in unemployment and a decrease in the skill levels of the occupations into which students are allocated (Osmani, Nimani, Aqifi, & Maloku, 2024). These effects are driven by a reduction in educational attainment at least in part.

Teacher strikes have occurred in various countries worldwide, often driven by demands for better pay, improved working conditions, and changes in education policies. Here are some notable examples: France: In January 2022, French teachers staged a mass strike in protest against the government's handling of the COVID-19 crisis. The strike was organized by 11 unions representing teachers, parents and other school staff. Teachers expressed frustration over the limitations on testing capacity and the continuously shifting COVID-19 regulations in schools (BBC News, 2022). A large number of schools nationwide were forced to close as a result of the strike. America: There have been numerous teacher strikes in the country, especially in places like Arizona, West Virginia, and Oklahoma (Tarlau, 2019). Problems including low wages, insufficient education financing, and unfavorable working conditions are frequently the focus of these strikes. In 2018, for instance, West Virginia teachers embarked on a nine-day walkout in protest of their pay and benefits. Mexico: A larger popular movement for direct democracy was sparked by the 2006 teachers' strike in the Mexican state of Oaxaca. Although the demonstrations were violently put down, they also brought attention to the demands of the teachers for improved working conditions and compensation. Brazil: Teachers in São Paulo, Brazil have also taken part in walkouts to demand better salaries and working conditions. Frequently, these strikes have been a component of larger social movements that support better public services and social fairness. Argentina: The goals of the country's teacher strikes have been improved working conditions and pay increases. A student's academic performance and future employment prospects may suffer long-term consequences if they are exposed to teacher strikes throughout their elementary school years, according to research (Aristorenas, 2018). These examples illustrate the global nature of teacher strikes and the common issues that drive them. The underlying concerns about pay, working conditions, and education policies are often similar across different countries while the specific demands and outcomes may vary.

3 | METHODOLOGY

We applied quantitative study methods to achieve the goals and objectives of the study. Quantitative methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through surveys, questionnaires, and pre-existing statistical data using computational techniques. This method will help us to quantitatively analyze the relationship between job satisfaction and emotional exhaustion against strikes in primary education teachers.

The primary goal of this study is to analyze the relationship between job satisfaction and emotional exhaustion against the strike among primary education teachers in Kosovo. When analyzing these variables, we will see how emotional fatigue impacts reducing job satisfaction. Another goal of this study is to examine gender differences in job satisfaction and emotional fatigue among teachers.

The sample of this research consists of primary education teachers from three primary schools in Pristina: School 1, School 2 and School 3. We selected 50 teachers from each school making a total sample of 150 teachers. The sample was purposive because our goal was to include only primary education teachers from these three schools. The data for the work were obtained voluntarily and anonymously from the teachers of three primary schools. In this research, three measuring instruments were used. The first instrument assesses job satisfaction, the second evaluates emotional exhaustion, and the third gauges strike tendencies among primary education teachers. The job satisfaction instrument standardized by Hackman and Oldham (1975) and adapted from the Job Diagnostic Survey (JDS) comprises fourteen closed-ended statements rated on a Likert scale from 1 (extremely dissatisfied) to 7 (extremely satisfied) (Avidaj, 2019). The emotional exhaustion instrument standardized by Schaufeli, Desart, and De Witte (2020) includes 23 questions rated on a scale from 1 to 5 with 5 indicating the highest level of emotional exhaustion. The instrument for measuring strike tendencies among primary education teachers is self-developed and consists of 10 questions rated on a 5-point Likert scale.

We took into consideration the availability and willingness of the teachers to voluntarily participate in the research where the questionnaire was completed anonymously.

3.1 | Hypotheses

H1: There is a relationship between job satisfaction and emotional exhaustion versus strikes among primary education teachers.

H2: Workers who have higher levels of emotional exhaustion report lower levels of job satisfaction.

H3: There are statistically significant differences in work experience in job satisfaction and emotional exhaustion versus strikes among primary education teachers.

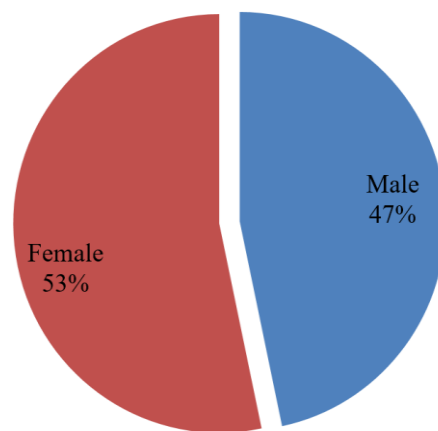


Figure 1: Gender of respondents.

Figure 1 shows that 150 respondents participated in the study, of which 53% were female and 47% were male. So here we see that we have a dominance of the female gender compared to the male gender.

Table 1: Age of respondents.

Sources	N	Minimum	Maximum	Average	Standard deviation
Age	150	29.00	63.00	47.0000	10.80952
Valid N (Listwise)	150	25.00	65.00	45.0000	10.60581

Table 1 presents the age distribution of the respondents. The first row shows that the ages of 150 respondents range from a minimum of 29 years to a maximum of 63 years with an average age of 47.00 years and a standard deviation of 10.8. The second row which lists valid cases, indicates that the ages range from 25 to 65 years with an average age of 45.00 years and a standard deviation of 10.6.

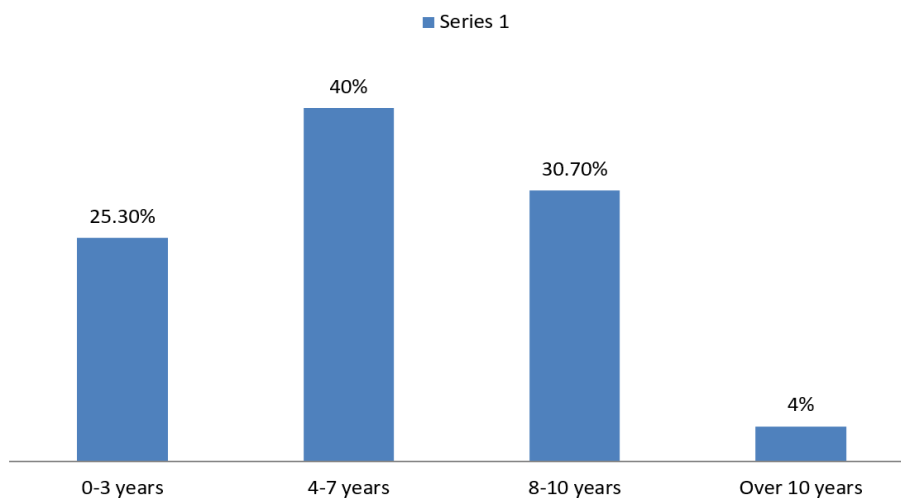


Figure 2: Distribution of respondents' work experience across different career stages.

Figure 2 illustrates the distribution of work experience among the respondents. The graph shows that 25.30% of the respondents have less than 3 years of work experience indicating a significant portion of relatively new professionals in the field. The largest group comprising 30.70% of the respondents has 4 to 7 years of experience suggesting a substantial number of mid-career professionals. Those with 8 to 10 years of experience make up 19% of the respondents reflecting a smaller yet notable segment of more seasoned professionals. Finally, 25% of the respondents have over 10 years of work experience highlighting a considerable presence of highly experienced individuals. This distribution provides a comprehensive overview of the varying levels of professional experience among the respondents which can be crucial for understanding the diversity in expertise and perspectives within the group.

From the above results, we understand that we are dealing with different work experiences, 25% of respondents have 0-3 years of work experience, 40% of respondents have 4-7 years of work experience, 31% of 8-10 years and 4% of respondents have more than 10 years of work experience.

H1: *There is a relationship between job satisfaction and emotional exhaustion versus strikes among primary education teachers.*

Table 2: Presents the correlation between job satisfaction, emotional exhaustion and strike tendencies among primary education teachers.

Type of source			Job satisfaction	Emotional exhaustion	Strike
Spearman's rho	Job satisfaction	Correlation coefficient	1.000	0.123	0.016
		Sig. (2-tailed)	.	0.135	0.846
		N	150	150	150
	Emotional exhaustion	Correlation coefficient	0.123	1.000	0.051
		Sig. (2-tailed)	0.135	0.462	0.534
		N	150	150	150
	Strike	Correlation coefficient	0.016	0.051	1.000
		Sig. (2-tailed)	0.846	0.534	0.543
		N	150	150	150

Table 2 shows that job satisfaction has a positive linear relationship with emotional exhaustion (correlation coefficient = 0.123, significance = 0.135) and strike tendencies (correlation coefficient = 0.016, significance = 0.846). However, these relationships are not statistically significant ($p > 0.05$).

Emotional exhaustion has a positive linear relationship with strike tendencies (correlation coefficient = 0.051, significance = 0.534) but this relationship is also not statistically significant ($p > 0.05$).

Based on these results, there is no significant relationship between job satisfaction, emotional exhaustion and strike tendencies.

From the correlative analysis, we draw the following conclusions: Job satisfaction has a positive linear relationship with emotional exhaustion = 0.12. The significance is 0.13. $p > 0.05$ at the 0.05 significance level. There is no significant relationship between the two variables.

Job satisfaction has a positive linear relationship with strike = 0.01. The significance is 0.84. $p > 0.05$ at the 0.05 significance level. There is no significant relationship between the two variables.

Emotional exhaustion has a positive linear relationship with strike = 0.05. The significance is 0.53. $p > 0.05$ at the 0.05 significance level. There is no significant relationship between the two variables. Based on these results, we say that hypothesis 1 is not approved.

H2: *Workers with higher levels of emotional exhaustion report lower levels of job satisfaction.*

Table 3: Descriptive data related to reporting emotional exhaustion and job satisfaction.

Emotional exhaustion	N	Job satisfaction	The standard deviation
3.50	5	2.1304	0.0000
3.57	5	2.1739	0.0000
3.64	15	2.0029	0.02122
3.71	5	1.9870	0.0000
3.79	10	1.2826	0.16041
3.86	25	1.1043	0.10350
3.93	15	1.1159	0.14851
4.00	20	1.0978	0.14920
4.07	20	1.0717	0.06598
4.14	20	1.0522	0.10221
4.29	10	1.0609	0.13749
Total	150	15.0796	0.88852

Table 3 presents detailed data comparing emotional exhaustion and job satisfaction. It includes two main columns: Emotional exhaustion and job satisfaction. Emotional exhaustion has sub-columns for mean, N (sample size), and standard deviation, while job satisfaction has a sub-column for mean.

The data is organized in rows corresponding to different levels of emotional exhaustion ranging from 3.50 to 4.39. The corresponding job satisfaction means range from 2.3794 to 1.8269. The sample sizes vary across the levels of emotional exhaustion but are not specified for job satisfaction means. The standard deviation is provided for the emotional exhaustion mean but not for job satisfaction.

Table 4: ANOVA analysis regarding reporting of emotional exhaustion and job satisfaction.

Sources	Sum of squares	df	Average squared	F	Sig.
Between groups	0.737	10	0.074	6.102	0.000
Within groups	1.678	139	0.012	6.000	0.000
Total	2.415	149	0.081	12.102	0.000

Table 4 presents an ANOVA analysis regarding over-reporting of emotional exhaustion and job satisfaction. It includes two main columns: Source and sum of squares. The source column is further divided into between groups and within groups. The sum of the square's column provides corresponding numerical values for each group.

The analysis helps to understand the variance in emotional exhaustion and job satisfaction between different groups and within the same group. This can be useful for identifying significant differences and patterns in the data.

The one-way variance analysis (ANOVA) results show that teachers with higher emotional exhaustion report less job satisfaction. This result is significant with an F-value of 6.10 and a p-value of 0.00 (less than the alpha level of 0.05). Based on these results, hypothesis 2 is approved.

H3: *There are statistically significant differences in the work experience in the contention of job satisfaction and emotional exhaustion versus strikes among primary school teachers.*

Table 5: Descriptive data related to differences in work experience in the context of job satisfaction.

Years	N	Average	Standard deviation
0-3 years	38	3.9662	0.19631
4-7 years	60	3.9048	0.20529
8-10 years	46	3.9177	0.20700
Over 10 years	6	3.9524	0.14754
Total	150	15.7411	0.75614

Table 5 presents descriptive data related to differences in work experience in the context of job satisfaction. This table is divided into five rows representing different ranges of years of experience: 0-3 years, 4-7 years, 8-10 years, more than 10 years, and a total row. Each row displays the number of individuals (N), their average job satisfaction score and the standard deviation for that range.

For instance, individuals with 0-3 years of experience have an average job satisfaction score of 3.9662 with a standard deviation of 0.19631. The total number across all ranges is 150 individuals with an overall average job satisfaction score of 3.9262 and a standard deviation of 0.20142.

Table 6: ANOVA analysis regarding differences in work experience in the context of job satisfaction.

Source	Sum of squares	Df	Average squared	F	Sig.
Between groups	0.096	3	0.032	0.783	0.505
Within groups	5.949	146	0.041	0.935	0.601
Total	6.045	149	0.073	0.1718	0.1106

Table 6 presents an ANOVA analysis regarding differences in work experience in the context of job satisfaction. It includes a breakdown of the sum of squares, degrees of freedom (df), average squared, F-statistic (F), and significance (Sig.) for between groups and within groups as well as the total.

For between groups, the sum of squares is 0.086 with 3 degrees of freedom, an average squared value of 0.032, an F-statistic value of 0.783, and a significance level of 0.505. For within groups, the sum of squares is 5.949 with 146 degrees of freedom, an average squared value of 0.041, an F-statistic value of 0.935, and a significance level of 0.601. The total shows a sum of squares of 6.035 with 149 degrees of freedom and a significance level of 0.606.

There are statistically significant differences in work experience in job satisfaction and emotional exhaustion versus strikes among primary school teachers. The results from the one-way analysis of variance (ANOVA) show that teachers with different work experiences have varying averages against strikes: 0-3 years (4.24), 4-7 years (4.25), 8-10 years (4.26) and more than 10 years (4.28). The F-value is 0.59 with a p-value of 0.21 (greater than the alpha level of 0.05). Based on these results, hypothesis 3 is not approved.

Table 7: Descriptive data related to differences in work experience in the context of emotional exhaustion.

Years	N	Average	Standard deviation
0-3 years	38	2.1579	0.11936
4-7 years	60	2.1833	0.12609
8-10 years	46	2.1692	0.13447
Over 10 years	6	2.0725	0.11226
Total	150	8.5829	0.49218

Table 7 presents descriptive statistics for differences in work experience in the context of emotional exhaustion. The table is divided into four rows representing different ranges of years of experience: 0-3 years, 4-7 years, 8-10 years, and over 10 years. Each row lists the number of cases (N), mean difference (M), and standard deviation (SD). For instance, teachers with 0-3 years of experience have 38 cases with a mean difference of 2.1579 and a standard deviation of 0.11936.

Table 8: ANOVA analysis regarding differences in work experience in the context of emotional exhaustion.

Sources	Sum of squares	Df	Mean square	F	Sig.
Between groups	0.073	3	0.024	1.513	0.214
Within groups	2.342	146	0.016	1.385	0.179
Total	2.415	149	0.040	2.898	0.393

An examination of differences in job experience concerning emotional weariness is presented in Table 8 using ANOVA. Within groups and between groups are the two primary rows in the table. The values of the mean square (MS), F value, significance (Sig.), degrees of freedom (df), and sum of squares (SS) are listed. Concerning groups, the values are as follows: SS = 2.342, df = 146, MS = 0.016, F = 1.385, and Sig = 0.179.

The results from the one-way analysis of variance (ANOVA) show that for the teachers who have 0-3 years of work experience, the average of their emotional exhaustion is 2.15, for the teachers who have 4-7 years of work experience, the average of their emotional exhaustion is 2.18, for teachers who have 8-10 years of work experience, the average of their emotional exhaustion is 2.16 and for teachers who have more than 10 years of work experience, the average of their emotional exhaustion is 2.07. The F-value is 1.15 which reaches significance with a p-value of 0.21 (which is greater than the 0.05 alpha levels).

Table 9: Descriptive data related to differences in work experience in the context of the strike among teachers.

Years	N	Average	Standard deviation
0-3 years	38	4.2474	0.23335
4-7 years	60	4.2567	0.21735
8-10 years	46	4.2609	0.19830
Over 10 years	6	4.2833	0.24014
Total	150	17.0483	0.88914

Table 9 presents descriptive data related to differences in work experience in the context of the single-annum appraisal. This table lists three categories of work experience: 0-3 years, 4-7 years, and 8+ years. For each category, it provides the number of teachers (N), their average emotional exhaustion score (average), and the standard deviation (SD). It summarizes emotional exhaustion levels among teachers with different years of experience showing how it varies across experience levels.

Table 10: ANOVA analysis regarding the differences in work experience in the context of the strike among teachers.

Sources	Sum of squares	df	Square	F	Sig.
Between groups	0.008	3	0.003	0.059	0.981
Within groups	6.860	146	0.047	0.065	0.133
Total	6.868	149	0.050	0.124	0.1114

Table 10 provides an analysis of variance (ANOVA) to examine the differences in work experience among teachers during a strike. It breaks down the sources of variance into two main categories: differences between groups and differences within groups.

The first category, "between groups," looks at the variation in work experience among different groups of teachers. This analysis helps to determine if there are significant differences in work experience across these groups.

The second category, "within groups," examines the variation in work experience within each group of teachers. This helps to understand the consistency of work experience among teachers within the same group.

This table also includes a total row which sums up the overall variation in work experience among all the teachers considered in the study.

The significance values in the table indicate that there is no statistically significant difference in work experience among the groups of teachers suggesting that the work experience is fairly consistent across different groups.

The results from the one-way analysis of variance (ANOVA) show that for the teachers who have 0-3 years of work experience, the average against strike is 4.24, for the teachers who have 4-7 years of work experience, the average against strike among them is 4.25, the teachers who have 8-10 years of work experience, their average against strike is 4.26 and teachers who have more than 10 years of work experience, their average against strike is 4.28. The F-value is 059, which reaches significance with a p-value of 0.21 (greater than the 0.05 alpha level). Based on these results, we say that hypothesis 3 is not approved.

4 | DISCUSSION OF THE RESULTS

Psychological issues in the workplace are significant predictors of high turnover rates among employees such as stress and depression. Numerous studies have demonstrated that a substantial number of former employees cite their inability to cope with work-related pressures as a primary reason for leaving their jobs which leads to increased turnover intentions as employees seek to escape the overwhelming demands of their work environment. Excessive emotional exhaustion, a common result of extended stress makes this problem worse by making workers feel exhausted, dissatisfied with their jobs and demotivated. This lowers their engagement and productivity and increases their desire to leave their current positions in search of a more manageable and supportive work environment (Schaufeli et al., 2020). Thus, addressing psychological issues at work is essential to lowering turnover rates and promoting a more positive, long-lasting work culture. Organizations can also lessen the negative effects of work-related stress and emotional exhaustion by putting in place efficient stress management programs and offering sufficient support for staff members. All of these measures will eventually increase job satisfaction and retention (Osmani et al., 2024).

Based on our study's findings, it seems that emotional tiredness and work satisfaction have a positive linear association ($r = 0.12, p = 0.13$). Job satisfaction also has a positive linear relationship with strikes ($r = 0.01, p = 0.84$), and emotional exhaustion has a positive linear relationship with strikes ($r = 0.05, p = 0.53$). These results indicate that there are no significant relationships between these variables.

According to Cano-García et al. (2005) there is evidence to support the idea that emotional exhaustion is associated with many work attitudes, such as job satisfaction ($p = -0.47$), organizational commitment ($p = -0.36$), and turnover intentions ($p = 0.32$). Koutsimani, Montgomery, and Georganta (2019) examined group variations in the occurrence of teacher strikes within and across provinces in Argentina. Subjecting male and female labor income to strikes during elementary school lowers it by 3.2% and 1.9%, respectively. A total of \$2.34 billion in revenue loss occurs from this each year. A decline in educational attainment was one of the factors contributing to the study's findings of a rise in unemployment and a drop in employment skill levels.

From the results of our study, we see that teachers who have more emotional exhaustion report less job satisfaction. This result is significant, with an F-value of 6.10 and a p-value of 0.00 (less than the alpha level of 0.05). Similar results are found in the study by Aqifi, Nimani, and Maloku (2023) which showed that those who usually feel tense or stressed during the working day are more than three times more likely to intend to look for work elsewhere in the next year (71% versus 20%).

Nearly three out of five employees (59%) have experienced negative impacts of emotional exhaustion at work in the past month, including lack of interest, motivation, or energy (26%), difficulty focusing (21%), and lack of effort at work (19%). Other factors such as a heavy workload (50%), lack of paid vacation or sick leave (50%), and commuting (50%) are mentioned by half of the employees. Nearly half of employees (48%) say a lack of involvement in decisions contributes to workplace stress, a significant increase from 2019 (39%). More than two in five employees say that health and safety factors, such as physical illness and disease (45%) and uncomfortable or dangerous physical conditions (44%), affect their level of stress at work.

We applied ANOVA analysis to see if there are statistically significant differences in work experience in terms of job satisfaction and emotional exhaustion versus strikes among primary education teachers. Results show that teachers with 0-3 years of work experience have an average job satisfaction of 3.96, those with 4-7 years have an average of 3.90, those with 8-10 years have an average of 3.91, and those with more than 10 years have an average of 3.95. The F-value is 0.78, with a p-value of 0.50 (greater than the alpha level of 0.05).

The ANOVA results also show that teachers with 0-3 years of work experience have an average emotional exhaustion of 2.15, those with 4-7 years have an average of 2.18, those with 8-10 years have an average of 2.16, and those with more than 10 years have an average of 2.07. The F-value is 1.15, with a p-value of 0.21 (greater than the alpha level of 0.05).

Additionally, the ANOVA results show that teachers with 0-3 years of work experience have an average strike tendency of 4.24, those with 4-7 years have an average of 4.25, those with 8-10 years have an average of 4.26, and those with more than 10 years have an average of 4.28. The F-value is 0.59 with a p-value of 0.21 (greater than the alpha level of 0.05). Based on these results, hypothesis 3 is not approved.

According to David et al. (2015) study, age and tenure have inverse relationships with job satisfaction such that job satisfaction increases as people age but decreases as tenure advances. Job satisfaction receives a boost when people move to a new organization, thus starting the cycle anew.

The intricate connections among primary school teachers' job satisfaction, emotional tiredness and strike tendencies are highlighted by our research. The results emphasize the significance of treating emotional tiredness to increase job satisfaction even though no significant connections between these variables were discovered. These findings are consistent with prior research such as the study by Kovaçi et al. (2023) which also identified significant correlations between emotional exhaustion and various work attitudes. The implications of our results suggest that interventions targeting the reduction of emotional exhaustion could potentially enhance job satisfaction and decrease turnover intentions among teachers. Future research should continue to investigate these dynamics and develop strategies to support teachers' well-being and job satisfaction.

5 | CONCLUSIONS

This study aimed to investigate the complex relationship between job satisfaction and emotional exhaustion among primary education teachers in Kosovo with a particular emphasis on the context of strikes. The findings from this research provide several significant insights that enhance our understanding of these dynamics.

Firstly, the study identified no significant relationships between job satisfaction, emotional exhaustion, and strike tendencies among primary education teachers. This suggests that they may not directly influence each other within the specific context of this study while these variables are undoubtedly important. This finding is intriguing as it challenges some conventional assumptions about the interplay between these factors.

However, the study did reveal that teachers experiencing higher levels of emotional exhaustion tend to report lower levels of job satisfaction. This finding is consistent with previous research and reinforces the notion that emotional exhaustion is a critical factor that negatively impacts job satisfaction. Emotional exhaustion can significantly diminish a teacher's enthusiasm and commitment to their job, leading to lower overall job satisfaction characterized by feelings of being emotionally drained and depleted. This underscores the importance of addressing emotional exhaustion to improve job satisfaction among teachers.

A greater influence on these variables may come from factors other than work experience as the study did not find any statistically significant variations in job satisfaction or emotional tiredness depending on work experience. Further research into the potential influences on job satisfaction and emotional tiredness may be warranted given the possibility that individual characteristics, including personality traits, coping mechanisms, and support systems, may matter more. The results of the study align with international research about the relationship between emotional weariness and job satisfaction with similar patterns observed in studies conducted in Argentina and other countries such as research in Argentina that has shown emotional exhaustion among teachers is linked to lower job satisfaction and higher turnover intentions suggesting that the relationship between emotional exhaustion and job satisfaction is a universal phenomenon, transcending cultural and geographical boundaries.

This study offers valuable insights into the relationship between job satisfaction and emotional exhaustion among primary education teachers in Kosovo. This study underscores the critical impact of emotional exhaustion on job satisfaction although no significant relationships were identified between job satisfaction, emotional exhaustion, and strike tendencies. The absence of significant differences based on work experience suggests that other factors may play a more influential role in shaping these outcomes. These findings are consistent with global research highlighting the importance of addressing emotional exhaustion to enhance job satisfaction and overall well-being among teachers. Future research should continue to explore these dynamics and identify effective interventions to support teachers in managing emotional exhaustion and improving job satisfaction.

Several recommendations can be made to enhance job satisfaction and lessen emotional weariness among primary education teachers based on the study's findings. Support services such as peer support groups, counseling, and stress management seminars should be offered in schools to lessen emotional tiredness. Enhancing working conditions, offering chances for professional growth and praising and rewarding teachers' achievements are all important ways to increase job satisfaction. Schools could think about hiring more personnel or rearranging responsibilities to relieve pressure on teachers. Reducing excessive workloads and establishing a balanced distribution of activities might help prevent emotional tiredness.

Promoting a healthy work-life balance is essential. Educational institutions should implement policies that enable teachers to take adequate breaks, utilize their vacation time, and avoid excessive overtime. Establishing a supportive and collaborative work environment can mitigate emotional exhaustion, and schools should foster open communication, teamwork, and a sense of community among staff. Future research should continue to investigate the dynamics between job satisfaction, emotional exhaustion, and strike tendencies. Longitudinal studies could provide deeper insights into how these variables interact over time and identify effective interventions. Schools can create a more supportive and satisfying work environment for teachers, ultimately leading to improved educational outcomes for students by addressing these recommendations.

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The Ethical Committee of the University of Applied Sciences, Ferizaj, Kosovo has granted approval for this study (Ref. No. 2885/24).

Transparency:

The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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The authors declare that they have no competing interests.

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All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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