



Factors Affecting The Emotional Exhaustion Of Vietnam's Primary Teachers

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ABSTRACT

The study explored how primary school teachers' Emotional Exhaustion (emotional exhaustion) is implemented in the context of the General Education Curriculum 2018 and what factors it is influenced by. By gathering quantitative data from 310 primary teachers through a questionnaire, the study has given the reality of emotional exhaustion and a number of factors that influence it such as supervisory support, time pressure, relations with parents, relation with colleagues, autonomy. We use descriptive statistical analysis to determine the level of teachers' emotional exhaustion and teachers' perceptions of factors related to the school context such as support, time pressure, relations with parents, relation with colleagues, autonomy. To explore the relationship between emotional exhaustion and factors related to context of the school, the study used linear regression analysis. Results of the analysis showed that only three of the 11 factors considered had an impact on primary teachers' emotional exhaustion in the context of implementing education programme changes: supervisory support, time pressure and training degree. The regression model showed that time pressure had the strongest impact on emotional exhaustion, while supervisory support had the inverse relationship with emotional exhaustion, whereas time pressures and training degrees had the most positive effect on emotional exhaustion.

Keywords: Burnout, Emotional Exhaustion, Primary Teachers, General Education Curriculum 2018, Vietnam.

Introduction

Over the past decades, issues related to programme reform have attracted a great deal of attention from researchers and scholars around the world, however, most of that research mainly focuses on Western countries and China (K. T. Pham et al., 2023; Zhang & Sivertsen, 2023). The rapid changes in the world's economy and society demanded both teachers and students have the necessary capabilities to adapt and develop in a volatile world. The teaching staff is one of the most important and direct aspects of a successful educational programme modification (Alvarez Llerena & Ha, 2022). It is imperative that educators continue to grow, adapt, and acquire new professional subject knowledge, teaching methods, and research skills in order to successfully implement the education reforms. In Vietnam, the General Education Curriculum (GEC) 2018 has many innovations in content, subjects, study time and teaching methods in the direction of both forming knowledge and developing learners' abilities and qualities. The GEC 2018 has created fundamental differences compared to previous programmes in 2006. The GEC 2018 was designed with a focus on social activities, extracurricular activities, and scientific research, with an emphasis on increasing practice and applying knowledge to real-life situations (V. B. H. Nguyen et al., 2020).

Teachers use presentation methods to impart knowledge to students because of the vast amount of knowledge they are expected to teach. The new GEC lessens the amount of information so that educators can employ cutting-edge instructional strategies, improve hands-on learning opportunities, and provide students with experiences that increase their competency. However, due to certain constraints in the classroom, like large class sizes and a lack of teaching supplies, teachers find it challenging to update their methods (Hallinger et al., 2023). Therefore, teachers recognized that the signification of developing their skills and knowledge related

closely to the current general educational reforms. It includes curriculum innovations, subject knowledge updates, teaching methods and educational activities specifically designed for each educational level (Tran et al., 2020). Teachers commented that they have to join many kinds of courses in various subjects and activities. Many of them have to take part in the training course during the school year and even during summer vacation (Y. T. X. Nguyen et al., 2022; Jamalpour & Yaghoobi-Derabi, 2022). Especially, the primary teachers commented that they have to participate in various professional development activities with different forms and different levels (Avidov-Ungar & Herscu, 2020). It demands that they spend a lot of time and energy to complete all the school assignments (K. T. Pham et al., 2023; Jamalpour & Derabi, 2023).

Teaching is a highly pressured profession and demands annually training skills in primary school. The primary teachers in school have not met the requirements stated in the GEC 2018. Some of them have been found inadequate in their expertise and professional knowledge of teaching (Grassick, 2019). According to these, primary teachers would have symptoms of stress and depression, which have direct negative effects on teacher outcomes and sustainable well-being. They have faced several mental health symptoms such as stress, depression, exhaustion and etc (Rajendran et al., 2020). Among those, emotional exhaustion is the core facet of burnout and one of the most important indicators of burnout. Several researchers have announced that emotional exhaustion has greatly affected teacher physical and psychological health (Werang, 2018; Andela et al., 2015). It is reasonable to assume that teachers' burnout could be measured by emotional exhaustion (Rumschlag, 2017; Eyüp, 2022; Brady et al., 2023). The negative attitudes towards students could reduce teacher capacity to respond to their needs as well as refer to negative self-evaluation and doing a good job (Skaalvik & Skaalvik, 2020).

Studies on emotional exhaustion have been demonstrated in many countries and pointed out its association with other variables in the school context. For example, the Wullur study suggested the effort of reducing teachers' emotional exhaustion might contribute favourably and substantially to the improvement of teachers' organizational commitment (Wullur & Werang, 2020). Churiyah (2011) also assessed the indirect influence of emotional exhaustion on job satisfaction and organisational commitment in some Asian countries. In some Asian countries, the researchers predicted teacher burnout due to three factors including emotional exhaustion, depersonalization and reduced personal accomplishment. Prasojo et al. (2020) showed the indirect influences between emotional exhaustion and teachers' burnout and suggested that maximally help teachers decrease their feeling of burnout by providing them with more teaching training to improve their skills and experience. In Vietnam, most studies focused on other symptoms of mental health. For example, recent studies on stress levels among primary school teachers showed the impact of stress on work performance and proposed some solutions to reduce stress (Thu & Nguyen, 2022; Jamalpour & Verma, 2022). Some others found the burnout situation of primary teachers in online learning due to the COVID-19 pandemic (P.-T. Pham et al., 2023; T. M. H. Nguyen et al., 2023). However, empirical research on the emotional exhaustion of primary teachers has not yet been conducted. Aiming to update teachers on professional attributes and develop practical competencies in teaching, educating, and other areas based on professional standards for teachers and the need to improve and reinforce educational quality, the GEC 2018 has been in implementation for some time now. Similarly, following their training, educators are supposed to be able to conduct independent research, evaluate themselves, and plan self-improvement projects for their departments or schools (Nguyen et al., 2020).

According to these reasons, we studied this article to investigate the current emotional exhaustion status of primary teachers in Vietnam and their relationships with some school context factors in the context of GEC 2018. Based on this framework, this article aims to investigate:

1. How is the primary teachers' emotional exhaustion in the context of GEC 2018?
2. What factors affect the emotional exhaustion of Vietnamese primary school teachers in the context of implementing the GEC 2018? And how is the relationship between the primary teachers' emotional exhaustion and these factors?

Literature

Emotional exhaustion is one of three distinct symptoms of teachers' burnout, characterized by a lack of emotional energy, a certain state of mentally distancing themselves from the work and colleagues or even from students, and a reduced sense of personal accomplishment, incompetence and efficacy in the teacher role (Tikkanen et al., 2022).

Emotional exhaustion

Emotional exhaustion is considered a persistent condition of loss of energy, debilitation, chronic fatigue, and the feeling of being worn out (Schwarzer et al., 2000). According to Gemlik et al. (2010), emotional exhaustion in teachers is the result of feeling mentally drained from interacting with people. In contrast, Donahue et al. (2012) defined it as the sensations of intense exhaustion and emotional absorption brought on by a person's ongoing burden. The phrase "*emotional exhaustion*" refers to a condition in which teachers experience persistent physical and mental exhaustion as a result of prolonged workplace stress. In the educational context, primary teachers' burnout would be lower if they had strong self-efficacy and positive emotions during the teaching process (Smetackova et al., 2019). Based on the above conceptualization, researchers have explored that teachers are stressful in aspects of their work environments (Borman & Dowling, 2008). Other studies

have shown that working conditions could predict teacher attrition and the motivation to stay in the profession (Skaalvik & Skaalvik, 2011). The purposes of this study were to examine relations between the school context variables and teachers' emotional exhaustion among Vietnamese teachers. These aspects include time pressure, conflicts with colleagues, parents or the supervision of the school administration, and autonomy (Klassen et al., 2013; Skaalvik & Skaalvik, 2017; Skaalvik & Skaalvik, 2020).

Supervisory support

The supervisory term is considered a factor in job resources which are conceptualised as physical, psychological, social, and organizational aspects of the job that help teachers stimulate personal growth and development (Bakker et al., 2001). The social support from supervisors is associated with some behavioral responses, for instance, motivation to complete assignment tasks and persistence to work (Gonzales et al., 2020). Empirical evidence from Skaalvik and Skaalvik (2011, 2016) studies found that school administrators played an important part in maintaining the belonging feeling of teachers. It is strongly related to the emotional exhaustion of primary teachers in school context. The supportive environment forms other social support, especially in supervisory could reduce time pressure, develop mutual goals, and value and increase positive emotions. Some studies showed a mediated correlation between emotional exhaustion and school variables in the relationship with school leadership (Skaalvik & Skaalvik, 2020). Contrary to many models of job stress and support, supervisory emotional support reinforced the positive correlation between demand stressors and emotional tiredness, functioning as a reverse buffer. There was a considerable increase in emotional tiredness when supervisory emotional support was strong. Emotional exhaustion significantly increased when there was a high level of supervisory emotional support. Teachers experienced stressed and other negative feelings or even conflict with the supervisory role in school context (Kickul & Posig, 2001). Babad (2009) claims that teachers seem to lack appreciation from their supervisors. Thus, teachers who experience a lack of support from their leader, are easily get at risk of burnout, indirectly affects the negative attitude in the classroom of both teachers and students (Jensen & Solheim, 2020).

Time pressure

Time pressure is characterized as the perception of a lack of available time in relation to the amount of workload, which is accompanied by the emotional experience of being rushed (Maas et al., 2021). Several studies has found that the increasing workload, the busy workday and the accelerating work assignments result in a lot of time for teachers to complete (Lindqvist & Nordänger, 2006). It was not easy to separate time or combine multiple work demands to accomplish, therefore teachers have less time for rest and recovery (Skaalvik & Skaalvik, 2010). Skaalvik and Skaalvik (2011) found a correlation between time pressure in the school context and teachers' emotional exhaustion in Norwegian teachers in elementary school and middle school. Time-pressed teachers may feel emotionally spent, which can result in dysfunctional behaviour like working inefficiently, which adds to the pressure of the situation. Time constraints and emotional weariness are inversely correlated, and this could even lead to a vicious cycle of losses (Hobfoll, 2001). These relationships are primarily indirect and are mediated by emotions of weariness and a sense of belonging (Skaalvik & Skaalvik, 2011).

Relations with parents

Skaalvik and Skaalvik (2011) research on social climate and relations with colleagues, parents and school leadership found that teachers were increasingly dependent on cooperation with parents and needed positive relations with them. Some other studies have shown that teachers could feel a serious strain while having a negative impact on their feelings, may increase anxiety, disappointment, and emotional exhaustion (Chang, 2009; Emery & Vandenberg, 2010). Instructors must have good relationships with parents because they are more and more reliant on their cooperation. Thus, feeling untrusted by parents, receiving criticism from them, or finding it challenging to collaborate with them can be extremely taxing on educators and have a detrimental effect on their sense of community. It might make someone feel more anxious, like they're not working hard enough, and more inclined to defend themselves.

Relations with colleagues

One of the elements of social support is the relationship with their colleagues. Some studies have found that emotional support and positive relations with their colleagues could promote teachers' feelings of belonging (Skaalvik & Skaalvik, 2011). On the other hand, positive relations with colleagues could predict job satisfaction and against burout situations in the school context (Skaalvik et al., 2016). The supportive relations from peers are associated with the teachers' manners, motivation to seek help-seeking behaviors and feeling of belonging. Working with peers is useful for teachers in developing classroom activities, enhancing teaching skills and receiving other appreciations to improve their self-efficacy as well as eliminate emotional exhaustion (Gonzales et al., 2020). According to Strazdins, colleagues' interactions at work including acts of helping and building companionship, accounted for the variance in job dissatisfaction which was explained by negative affective and social support (Tuxford & Bradley, 2015). Some other studies found negative correlations between colleague support and emotional exhaustion (Schaufeli & Bakker, 2004; Bakker & Schaufeli, 2000). Conversely, cross-sectional research indicates that teachers' emotional tiredness is negatively correlated with their support from

colleagues (Keller-Schneider, 2018). Thus, among teachers, social interaction, cooperation, and support can be beneficial work environments; however, among teachers who are highly susceptible to burnout (Bakker & Schaufeli, 2000).

Autonomy

Autonomy was limited in this study to the actual teaching and working with the students. According to self-determination theory, autonomy is a fundamental psychological need that is important for the teacher's well-being and motivation (Edward L. Deci & Ryan, 2000; Gagné & Deci, 2005). Autonomy support refers to the interpersonal climate created by the manager or supervisor in the workplace, in which employees' perspectives are acknowledged, opportunities for choice are offered, and self-initiation is encouraged (Edward L. Deci et al., 1994). It dealt with the flexibility to select objectives, instructional strategies, and methods that align with the teacher's own educational values and beliefs. According to empirical research, job satisfaction and teacher autonomy are positively correlated. Skaalvik and Skaalvik discovered a negative correlation between emotional tiredness and perceived teacher autonomy (Skaalvik & Skaalvik, 2009). Strong mastery expectations may cause teachers to view autonomy as a chance to use their resources, experiment with new methods, adapt their teaching style to the needs of their students, and teach in accordance with their own values. High autonomy can reduce emotional tiredness and increase engagement and job satisfaction through these processes (Skaalvik & Skaalvik, 2014).

Methodology

Participants

Survey participants have to meet the following two requirements: (1) are currently elementary school teachers, and (2) are teaching according to the GEC 2018. Subjects who do not meet the above criteria are not within the scope of this study. There were 310 respondents to the survey and the characteristics of the survey sample, i.e., teachers' gender, school area, teachers' age range, teachers' training degree, are described in Table 1. Table 1 shows the demographics of the respondents including the 34 males, 274 females, and 02 no-answers on gender. They are primary teachers who came from urban (N = 125) and rural (N = 185). Most of them ranged in age from 22 to 30 years (N = 132), others ranged from 31 to 40 years (N = 89), 41 to 50 years (N = 68) and the few last are above 50 years (N = 21). All participants are educated with training degrees from the intermediate level and more. Most of them were bachelor (N = 156), diplomas (N = 122) and five teachers got master's degrees.

Table 1. Participants' characteristics

Characteristic	N	Percentage
Gender	310	100.0
Male	34	10.97
Female	274	88.39
No answer	2	0.65
School area	310	100.0
Urban	125	40.32
Rural	185	59.68
Age range	310	100.0
22-30	132	42.58
31-40	89	28.71
41-50	68	21.94
>50	21	6.77
Training degree	310	100.0
Intermediate	26	8.39
Diploma	122	39.35
Bachelor	156	50.32
Master	5	1.61

Instrument

The questionnaire was constructed in three sections as follows. First, we provide information about the purpose of the survey, the contact information of the research team, confirmation of the criteria and the consent of the provider to participate in the survey. Second, we collect information about respondent characteristics, including the gender of the teacher, the school area where the teacher is working, the teacher's age range, the teacher's training degree. Last, the team was interested in teachers' emotional exhaustion and teachers' perceptions about supervisory support, time pressure, relations with parents, relation with colleagues, autonomy in the context of GEC 2018. The scales are adapted from previous studies. Emotional exhaustion scale (09 items) referred to a teacher's sentiments of being emotionally overburdened and weary by their job (Maslach & Jackson, 1981). Supervisory support scale (03 items) evaluated teachers' perceptions of cognitive and emotional support from school administration (Skaalvik & Skaalvik, 2011). Time pressure scale (05 items) related to teachers are faced with an increasing amount of work assignments and a busier workweek, resulting

in less time for relaxation and recovery (Skaalvik & Skaalvik, 2017). Relations with parents scale (03 items) assessing the teachers' perceptions of parental trust (Skaalvik & Skaalvik, 2011). Relations with colleagues scale (3 items) evaluated teachers' perceptions of cognitive and emotional support from college (Skaalvik & Skaalvik, 2011). Autonomy scale (06 items) confined to actual teaching and engaging with students (Skaalvik & Skaalvik, 2020). All items referred to 5-Point Likert Scale: (1): Strongly Disagreed, (2) Disagree, (3): Neutral, (4): Agree, (5): Strongly Agree.

Data collection

The questionnaire is designed on Google forms and shared with potential audiences across online platforms. Survey respondents were selected using snowball sampling. There's a total of 310 records in 30 days from July 2, 2023, to July 31, 2023.

Data analysis

The data is downloaded in the CVS (Comma Separated Values) format from Google Forms, then entered into SPSS (Statistical Package for the Social Sciences) for analysis. To answer the research questions, we use descriptive statistical methods, correlation analysis, and regression analysis. Descriptive statistical analysis determines the level of teachers' emotional exhaustion and teachers' perceptions of supervisory support, time pressure, relations with parents, relation with colleagues, autonomy (see Table 2). Regression analysis is applied to investigate the factors that influence teachers' emotional exhaustion, with independent variables included: teacher characteristics (teachers' gender, school area, teacher's age range, teachers' training degree) and teachers' perception of school context (supervisory support, time pressure, relations with parents, relation with colleagues, autonomy) (see Table 3-5).

Results

The primary teachers' emotional exhaustion in the context of GEC 2018

Overall, primary teachers in Vietnam show that they disagree (mean = 2.36, SD = .78) comments related to emotional exhaustion in the context of GEC 2018 (see Table 2). Looking at each item of the scale, there are two expressions of Emotional Exhaustion that they experience: (i) I feel used up at the end of the workday (mean = 2.51, SD = 1.02), and (ii) I think I'm working too hard on my job (mean = 2.63, SD = 1.07). The other items were rated Disagree.

Regarding the group of factors related to the views of primary teachers on the context of the school, the elementary teachers assessed the factors at the Agree level, namely supervisory support (mean = 3.87, SD = 0.70), Time Pressure (mean = 3.47, SD = 0.71), relations with parents (mean = 3.67, SD = 0.70), relation with colleagues (mean = 3.82, SD = 0.74), autonomy (mean = 3.70, SD = 0.066) (see Table 2).

First, primary teachers in Vietnam receive support from school administrators, i.e., get good help and advice from the school leadership (mean = 3.86, SD = 0.78); their relationship with the school leadership is one of mutual trust and respect (mean = 3.91, SD = 0.73); relation with the school leadership is one of mutual trust and respect (mean = 3.83 and SD = 0.80).

Second, primary teachers say they feel time pressure in the context of GEC 2018. Specific activities include: Preparation for teaching must often be done after working hours (mean = 3.68, SD = 0.93); Teachers are loaded with work (mean = 3.63, SD = 0.93); teachers would need more time with the students and for preparing their teaching to provide a good education (mean = 3.87, SD = 0.01). Life at school is hectic and there is no time for rest and recovery (mean = 2.93, SD = 1.09). Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation (mean = 2.23, SD = 1.11).

Third, primary teachers agree on the parents' belief in their teaching activities. Teachers feel that the parents have faith in my teaching (mean = 3.84, SD = 0.75), and trust and accept the teachers' decisions (mean = 3.77, SD = 0.76). However, teachers can have difficulty working with students' parents, i.e., The parents are easy to work with (mean = 3.40, SD = 0.99).

Forth, primary teachers agree with the content relating to relations with colleagues, i.e., Always get good help from my colleagues in educational matters (mean = 3.81, SD = 0.81), The relations among the colleagues at this school are characterized by friendliness and a concern for each other (mean = 3.83; SD = 0.78). Teachers in this school help and support each other.

Last, primary teachers agree with most of their practical teaching activities on the autonomy scale includes the following items: Adapting the learning material in order for all students to have mastery experiences (mean = 3.81, SD = 0.82); Adapts the pace and the progression of the instruction to the students' abilities (mean = 3.85, SD = 0.76). Set realistic goals for each student (mean = 3.82, SD = 0.79); Raise issues that are not mentioned in the curriculum" less performed by primary teachers (mean = 3.35, SD = 0.99).

Table 2. Perspectives of Vietnamese primary teachers on their emotional exhaustion and its affecting factors

Variable	N	Mean	Std. Deviation	Mean range
Emotional exhaustion	310	2.36	0.78	Disagree
I feel emotionally drained from my work	310	2.51	1.02	Disagree
I feel used up at the end of the workday	310	2.67	1.09	Neutral
I feel fatigued when I get up in the morning and have to face another day on the job	310	2.40	1.01	Disagree
Working with people all day is really a strain for me	310	2.31	0.95	Disagree
I feel burned out from my work	310	2.39	1.00	Disagree
I feel frustrated by my job	310	2.09	0.86	Disagree
I feel I'm working too hard on my job	310	2.63	1.07	Neutral
Working with people directly puts too much stress on me	310	2.18	0.87	Disagree
I feel like I'm at the end of my rope	310	2.05	0.80	Disagree
Supervisory support	310	3.87	0.70	Agree
In educational matters, I can always get good help and advice from the school leadership	310	3.86	0.78	Agree
My relationship with the school leadership is one of mutual trust and respect	310	3.91	0.73	Agree
Relationship with the school leadership is one of mutual trust and respect	310	3.83	0.80	Agree
Time pressure	310	3.47	0.71	Agree
Preparation for teaching must often be done after working hours	310	3.68	0.93	Agree
Life at school is hectic and there is no time for rest and recovery	310	2.93	1.09	Neutral
Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation	310	3.23	1.11	Neutral
Teachers are loaded with work	310	3.63	0.93	Agree
To provide a good education, teachers would need more time with the students and for preparing their teaching	310	3.87	0.81	Agree
Relations with parents	310	3.67	0.70	Agree
I feel that the parents have faith in my teaching	310	3.84	0.75	Agree
The parents are easy to work with	310	3.40	0.99	Neutral
The parents trust and accept my decisions	310	3.77	0.76	Agree

Variable	N	Mean	Std. Deviation	Mean range
Relations with colleagues	310	3.82	0.74	Agree
In educational matters, I can always get good help from my colleagues	310	3.81	0.81	Agree
The relations among the colleagues at this school are characterized by friendliness and a concern for each other	310	3.83	0.78	Agree
Teachers at this school help and support each other	310	3.82	0.78	Agree
Autonomy	310	3.70	0.66	Agree
Adapt the learning material in order for all students to have mastery experiences	310	3.81	0.82	Agree
Adapt the pace and the progression of the instruction to the students' abilities	310	3.85	0.76	Agree
Change the plan of the instruction in order to exploit current events or situations	310	3.75	0.79	Agree
Raise issues that are not mentioned in the curriculum	310	3.35	0.99	Neutral
Treat the students the way you think is best for their learning and development	310	3.63	0.89	Agree
Set realistic goals for each student	310	3.82	0.79	Agree

Factors affect the emotional exhaustion of Vietnamese primary school teachers in the context of implementing the GEC 2018

To explore the factors that influence the emotional exhaustion of Vietnamese primary teachers, we implemented a linear regression analysis. The model consists of emotional exhaustion and 09 independent variables consisting of two groups: (1) Sample characteristics elements: school area, gender, age range, training degree; (2) Group of factors related to primary teacher's perception of the school context: support, time pressure, relations with parents, relation with colleagues, autonomy. Table 3 presents the results of the model analysis. Value-adjusted $R^2 = 0.291$, $p < 0.001$ shows that 29.1% of data variability can be explained by factors in the model. Besides, the Durbin-Watson value of 2.036, within [1, 3], indicates no significant autocorrelation in this model (F. Hair et al., 2010). ANOVA test results (see Table 4), $F(9, 299) = 15.032$, $p < 0.001$, indicate that the given model is consistent. Table 5 shows the results of the regression analysis. Of the total of 09 independent variables, only 03 factors influenced the dependent variable, including: teachers' training degree ($\beta = 0.13$, $t = 2.46$, $p = 0.01$), supervisory support ($\beta = -0.21$, $t = -2.91$, $p < 0.01$), time pressure ($\beta = 0.55$, $t = 8.44$, $p < 0.01$). On the other hand, there are five factors that do not affect the emotional exhaustion variable, namely teachers' gender ($\beta = -0.07$, $t = -1.38$, $p < 0.17$), school area ($\beta = 0$, $t = 0.07$, $p < 0.95$), teachers' age range ($\beta = 0.02$, $t = 0.39$, $p < 0.70$), relations with parents ($\beta = 0.22$, $t = 0.22$, $p = 0.83$), relation with colleagues ($\beta = 20.10$, $t = 1.12.12$, $p = 0.26$), autonomy ($\beta = 0.06$; $t = 0.74$, $p = 0.46$). The formula below describes the model:

$Emotional_Exhaustion = 0.55 * Time_Pressure + 0.13 * Training_Degree - 0.21 * Supervitory_Support + e$
 By impact level, the time pressure factor has the most impact on emotional exhaustion, followed by supervisory support and training degree. Two factors, time pressure and training degree, have a positive impact on emotional exhaustion, which means that when time pressure and/or training degree values are increased/decreased, the emotional exhaustion level of primary teachers tends to increase/decrease respectively. The supervitory support factor has the opposite effect on emotional exhaustion, which means that when the level of emotional exhaustion is enhanced, the emotional exhaustion level tends to decrease respectively, and vice versa, when the level of emotional exhaustion support decreases, the levels tend to rise, respectively.

Table 3. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.558 ^a	.312	.291	.65179	.312	15.032	9	299	.000	2.036

a. Predictors: (Constant), Autonomy, School area, Gender, Age range, Training degree, Supervisory support, Time pressure, Relations with parents, Relations with colleagues

b. Dependent Variable: Emotional exhaustion

Table 4. ANOVA

Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	57.475	9	6.386	15.032	.000 ^b
	Residual	127.025	299	.425		
	Total	184.500	308			

a. Dependent Variable: Emotional exhaustion

b. Predictors: (Constant), Autonomy, School area, Gender, Age range, Training degree, Supervisory support, Time pressure, Relations with parents, Relations with colleagues

Table 5. Results of regression analysis

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.15	0.41		2.79	0.01
Gender	-0.16	0.12	-0.07	-1.38	0.17
School area	0.01	0.08	0.00	0.07	0.95
Age range	0.02	0.04	0.02	0.39	0.70
Training degree	0.15	0.06	0.13	2.46	0.01
Supervisory support	-0.23	0.08	-0.21	-2.91	0.00
Time pressure	0.60	0.07	0.55	8.44	0.00
Relations with parents	0.02	0.09	0.02	0.22	0.83
Relations with colleagues	-0.10	0.09	-0.10	-1.12	0.26
Autonomy	0.07	0.10	0.06	0.74	0.46

a. Dependent Variable: Emotional exhaustion

Discussions

As Vietnam's general education is undergoing major reforms through the implementation of GEC 2018 at all three levels, the problem of teacher burnout has emerged, including at the primary level. Researchers have identified emotional exhaustion as one of the core indicators of teacher burnout. As a result, the study conducted an evaluation of primary teachers' emotional exhaustion status and investigated whether factors such as gender, school area, age range, training degree, supervisory support, time pressure, relations with

parents, relationships with colleagues, and autonomy had an impact on emotional exhaustion. To gather data for the study, a questionnaire was designed based on scales from previous studies on eight factors: emotional exhaustion, training degree, supervisory support, time pressure, relations with parents, relation with colleagues, and autonomy. To answer the above two research questions, this study used two analytical methods, namely: (1) Descriptive statistical analysis to learn the state of emotional exhaustion of primary teachers in Vietnam and the factors related to the perspective of the primary teacher in the context of the school; (2) Multiple linear regression analysis to find out the relationship between training degree, school context factors and emotional exhaustion. The study findings are discussed below.

Regarding the state of Vietnamese primary teachers in the context of the implementation of GEC 2018, the results of the statistical analysis described have revealed some interesting things. For the emotional exhaustion factor, the results generally indicate that Vietnamese primary teachers do not consider themselves emotionally exhausted when taking the GEC 2018. Meanwhile, the implementation of GEC 2018 is a major shift in Vietnamese education with the decisive role of the primary teachers as a large number of primary teachers are teaching people who are trained to carry out educational work in the old way, which is focused on the transmission of knowledge. This is also demonstrated in Pham et al.'s study (2023) which, based on the results of qualitative data analysis, showed that Vietnamese primary school students encountered "*some difficulties in designing the long-term syllabus and the objectives for individual lessons due to the fundamental differences between the previous curriculum and the new one*". (K. T. Pham et al., 2023). Some studies on the implementation of programme reforms and changes in regulations and teaching environments for primary teachers have also shown that primary teachers often experience burnout, which includes problems of emotional exhaustion in such contexts (Helmi Norman et al., 2018; Anastasiou & Belios, 2020). Despite the inconsistency of this result with the findings of previous studies, however, the results of two items of the emotional exhaustion factor: feeling exhausted at the end of the working day and feeling overworked showed that the primary teachers assessment was "neutral". This suggests that Vietnamese primary teachers may have some signs of emotional exhaustion during the implementation of GEC 2018. The lack of real clarity and consistency of trends in the results of the emotional exhaustion factor may be influenced by a variety of factors, including those related to the school context such as school administrator support, time pressure, relations with parents, relationships with colleagues, and autonomy. Furthermore, the sections below will specifically discuss the status of these influencers and their relationship with emotional exhaustion.

First, with regard to the supervisory support factor, the results showed that Vietnamese primary teachers received support from school administrators. Support from school managers plays an important role in helping primary teachers overcome the challenges and difficulties of their careers, especially in changing contexts such as changing school programmes. According to the Job Demands-Resources model, job resources including supervisory support increases primary teachers engagement (Bakker et al., 2014), which also helps to reduce depression and negative effects (Skaalvik & Skaalvik, 2020). With the challenges and difficulties in the implementation of the GEC 2018 in a situation where Vietnamese primary teachers are not really ready, the support of the management team plays a crucial role in the context of the transition of teaching from the old educational programme focused on the transfer of knowledge to the new educational programme focusing on student capacity development.

Second, with regard to the time pressure factor, the results revealed that primary teachers felt time pressure in the context of GEC 2018. Research by K. T. Pham et al. (2023) has revealed that primary teachers have time difficulties in organizing learning activities such as a lack of time to carry out these activities in order to meet the objectives of the new program. Additionally, the study found that primary teachers lack the competence to design the curriculum in a way that ensures sufficient time allocation. As a result, primary teachers need more time off to study and design lectures. The analysis of the study reflects this, as primary teachers states that primary teachers have to spend more time off-time preparing their teaching activities, feel busier with their professional work, and have more time with their students to ensure the quality of their education. Previous studies have identified time pressure as one of the good weaknesses. Job demands have a strong predictive role not only for the emotional exhaustion aspect of teacher burnout but also for the motivation to continue the teaching work of primary teachers (Skaalvik & Skaalvik, 2011; Skaalvik & Skaalvik, 2020). Therefore, the time pressure of the primary teachers is a matter that needs further research in the context of general education curriculum reform in Vietnam.

For relationship between emotional exhaustion and supervisory support, the regression model has shown that two variables have an inverse relationship with each other. This means that if primary teachers get more support from school administrators, their emotional exhaustion levels will decrease. Overall, the results of this study are consistent with previous studies of the relationship between supervisory support and emotional exhaustion based on the Job Demands-Resources model (Chen et al., 2023; Karatepe, 2015; Skaalvik & Skaalvik, 2020; De Boevere & Santy, 2022). In more detail, studies with Skaalvik and Skaalvik primary school teachers (2009, 2011) found that supervisory support was not directly linked to emotional exhaustion. Instead, it was linked through belonging or the three school context variables of time pressure, relationships with parents, and autonomy. Meanwhile, the direct influence of supervisory support on emotional exhaustion was found in other studies by Skaalvik et al. (2016), Skaalvik and Skaalvik, (2020), but the sample was primary teachers working at senior high schools. De Boevere and Santy (2022) found a negative relationship between SS and emotional exhaustion in a sample of primary teachers using the causal steps approach (Baron & Kenny,

1986). According to the Job Demands-Resources theory, primary teachers are less likely to suffer from emotional exhaustion if they receive good support from school managers (e.g., director, deputy, group leader, etc.) (Skaalvik & Skaalvik, 2017). Therefore, in the context of the implementation of the new education programme in the school, support from the school leadership in both the cognitive and emotional aspects of primary teachers to cope with and adapt to this new situation will help the team reduce the risk of emotional exhaustion or more broadly of burnout leading to a health impairment process (Skaalvik & Skaalvik, 2020). This results in suggestions that are very practical. First, school administrators should recognize the significance of providing support to their teachers to prevent burnout and uphold the well-being of teachers (Jensen & Solheim, 2020). Secondly, managers need timely and appropriate support with primary teachers to help them raise awareness about the innovation of the 2018 university programme in Vietnam, creating self-efficacy in performing their professional work effectively in the context of implementing GEC 2018.

Regarding to relationship between emotional exhaustion and time pressure, the results of the analysis indicate that these variables have a proportional relationship and are also the most influential of the three factors. This result is consistent with a number of previous studies (Skaalvik & Skaalvik, 2017; Maas et al., 2021). Time pressure and workloads directly contribute to the emotional exhaustion aspect of burnout. The fact that primary teachers have to spend more time with students and prepare for both in- and out-of-hours lectures to meet the requirements of the new curriculum can waste their rest time and time spent on other family and social activities. This can lead to both health and emotional exhaustion and can directly lead to dysfunctional behaviour such as working inefficiently, resulting in even more time pressure (Dorman, 2003; Maas et al., 2021). According to Hobfoll's study (2001), the interrelationship between time pressure and emotional exhaustion can even lead to a loss cycle comprising five stages including denial, anger, bargaining, depression, and finally acceptance (Newman, 2004). Therefore, this is a matter that needs special attention to protect the physical and mental health of primary teachers through solutions aimed at reducing the time pressure on them. In order to implement these solutions, it is essential for school managers to support the primary teachers team in their professional activities, as well as provide social support such as giving advice, building confidence in the implementation of teaching activities under the new program, and showing respect for their work.

Another factor that influenced the emotional exhaustion that was explored in this study was the training degree, which had the smallest effect on the emotional exhaustion of all three factors. This is a new finding from this study. This finding suggests a possible question for this relationship: how do the differences in the level of training of primary teachers affect their own level of emotional exhaustion? And this factor has nothing to do with factors like supervisory support, time pressure in the overall prediction of primary teachers' emotional exhaustion in the context of the implementation of the new educational program. This is what requires further research using different research methods to gather and analyze evidence based on better sample selection.

Conclusion

By a qualitative approach, this study has shown that Vietnamese primary teachers do not feel emotionally exhausted when taking the GEC 2018, but there are also signs of emotional exhaustion in the results of the analysis of some items of the emotional exhaustion variable. At the same time, the results of the study have also identified factors that play a predictive role for emotional exhaustion of Vietnamese primary teachers when implementing the transition from the old educational programme to the new program. The results showed that there were three factors that influenced primary teachers' emotional exhaustion: supervisory support, time pressure, and training degree. In which, time pressure or work overload is the strongest predictor of emotional exhaustion as shown by previous studies. For supervisory support, the results of this study continue to show that this factor has an inverse relationship with emotional exhaustion. Training degree is a newly discovered element in this study that is related to emotional exhaustion, but the level of impact is low.

This study has both theoretical and practical contributions. For theoretical contributions, the results support the results of previous studies on the relationship between emotional exhaustion and supervisory support and time pressure. The study has added evidence that support from school managers for primary teachers will help these people reduce emotional exhaustion, especially when they have to make a major change in their own and school careers. At the same time, the overload of primary teachers' time in teaching and administrative work remains an important factor in the possibility that the reporting leads to a state of exhaustion for the primary teachers. The impact of the training degree factor on primary teachers' emotional exhaustion, although not so great, is also a new discovery of research that contributes to the field of research on teacher burnout.

In terms of practical contributions, like previous studies by Skaalvik & Skaalvik (2017, 2020), De Boevere and Santy (2022), the results of this study have also indicated that primary school leaders in Vietnam need to have primary teachers' emotional exhaustion attention and positive support for them, especially during the implementation of the GEC 2018 with many changes in the way they teach and continuous career development. At the same time, finding solutions to support the primary teachers is essential to reducing the overload of time. Some useful solutions could be proposed, such as reducing other administrative tasks, creating primary teacher teams to work together to support, sharing expertise, etc.

This study has some limitations. First, the convenience sampling method lacks explicit generalizability, as highlighted by Jager et al. (2017). Furthermore, the research neglects to draw comparisons across diverse parameters, including geographical regions (rural and urban distinctions), gender, age groups, educational

background, and ethnicity. This omission hinders the development of a more comprehensive understanding of the emotional exhaustion experienced by Vietnamese primary school teachers within the framework of implementing GEC 2018. Future studies with the scaling up of samples and the collection and analysis of different sampling characteristics will help answer the questions about the level of emotional exhaustion of primary teachers in Vietnam when implementing the GEC 2018 more comprehensively and in detail. In addition, longitudinal studies on this issue are essential for Vietnamese primary teachers to have data over time to assess the impact of the implementation of the GEC 2018 and other factors affecting emotional exhaustion, as well as the level of burnout and, more broadly, the mental health of the primary teacher, who plays a key role in the success of the innovation. Furthermore, future research should also explore the remaining aspects of teacher burnout to obtain a comprehensive understanding of this issue. Primary teachers are undertaking the work of educational innovation in primary schools.

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