

THE IMPACT OF EMOTIONAL INTELLIGENCE AND PRESSURE ON WORKING STRESS OF ELEMENTARY TEACHERS DURING THE COVID-19 PANDEMIC IN HO CHI MINH CITY

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DOIs : <https://doi.org/10.46242/jstiuh.v60i06.4635>

Abstract. This study was conducted to identify and analyze the impact of emotional intelligence and pressure on working stress of elementary teachers, who had been teaching online during Covid-19 pandemic in Ho Chi Minh City. Qualitative research was conducted through focus group discussions with experts, and quantitative research was conducted through direct interviews with elementary teachers, who lived in Ho Chi Minh city. The results showed that: trait happiness had negative impact on working stress of elementary teachers; workload pressure, time pressure, technology pressure were factors that had positive impact on working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City. Based on these findings, the authors would propose some managerial implications to decrease the working stress of elementary teachers.

Key words: Emotional intelligence, pressure, working stress, elementary teachers.

1. INTRODUCTION

Emotional intelligence (EI) was a new concept that had emerged in the last few decades but had attracted a lot of attention from many researchers. It was a form of human intelligence, which was one of the most important components in the structure of personality. That was why many researchers were interested in emotions and how to educate emotions (Thu, 2017). According to Salovey and Mayer (1990), EI was defined as "The ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action." People with high EI lived optimistically and withstood the pressure very well. These people knew how to solve problems, so they might have higher probability of success in life.

Due to the social development, the job requirements became harder, which it put people in stressful situations easily. Stress could be understood as a mental state of human, which it arised when people felt under pressured towards something going against their thoughts and feelings. This was the cause of many physical and psychological problems such as cardiovascular disease, cancer, anxiety disorders, depression and burnout (Lovelace, 1995). One of the factors, which had impact on stress and was less mentioned by previous studies in Vietnam, was EI. EI helped people to control emotions, control stress, reduce negative impact and increase work efficiency.

Working stress was always a matter of concern to everyone, especially in education, healthcare, police, management, etc. Many oversea studies had shown a link between EI and stress of employees in these industries such as the researchs of Oginska-Bulik (2005), Arora et al. (2011), Yamani et al. (2014), Kokoroko and Sanda (2019), Hussain et al. (2021). There were also many previous studies by Vietnamese authors such as Hang and Linh (2016), Dung and Hue (2019) that also mentioned about EI and stress of employees in the above industries. However, there were no specific studies, which conducted in the context of the Covid-19 epidemic that shows the relationship between EI and working stress of elementary teachers in Ho Chi Minh City.

Elementary teachers were the most vulnerable to stress. Walker (2018) found that up to 93% of elementary teachers were experiencing high levels of stress; only 7% of teachers who could be adjusted well themselves to have high coping capacity and low stress levels. Elementary school was the period when children were transitioning from playing to learning, therefore, their psychology would change and their teachers usually spent a lot of time to deal with children's problems. Besides, the teaching programs were also constantly

innovating to match the development of society, which had created strong fluctuations in teachers' emotions such as stress. In addition, the outbreak of the Covid-19 epidemic in Vietnam had also created serious impact on the education system such as: the disruption in learning and students could not go to school. In response to the epidemic situation, all elementary schools had applied e-learning for both teachers and students. From there, elementary teachers faced many difficulties in conveying knowledge to students and changing their teaching methods. Besides, there were also many challenges that arised from the online platform of teaching and learning, so their working stress was inevitable. Working stress of elementary teachers reduced their abilities to inspire and tolerate students, which seriously affected their educational career. Therefore, teachers need to learn skills to master their emotions, improve their EI to find the meaning behind each problem to reduce professional stress. This study was conducted to identify and analyze the impact of EI and pressure on working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City. From these findings, the authors would propose some managerial implications in order to decrease the working stress of elementary teachers when they were teaching online.

2. THEORETICAL BACKGROUND

This article drew upon some theories such as: Theory of EI, Theory of pressure, Theory of working stress, Perspectives on teaching elementary and Perspectives on online learning to examine working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City.

Theory of emotional intelligence

Salovey and Mayer (1990) defined EI as ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Goleman (1997) had built a successful EI model with four branches: (1) Perceiving emotions; (2) Facilitating thought by using emotions; (3) Understanding emotions; and (4) Managing emotions in oneself and others. Later, many researchers also found that EI was a very important factor, which impact to human success. So they conducted many studies and made many different statements about EI such as the studies of Hang and Linh (2016), Dung and Hue (2019), Hussain et al. (2021).

Petrides and Furnham (2001), EI was a mixture of characteristics with a total of fifteen facets that formed trait EI such as: Adaptibility, Self-esteem, Social Competence, Trait Happiness, etc. Goleman (2007) also defined EI that was detailed into twelve individual competences based on each person's intelligence (such as Self Awareness, Self Management, Creativity and Self Confidence) and 13 key communication skills. In addition, EI also helped people to gain the ability to recognize, use and control emotions well to solve problems and situations in life (Hoi & Yen, 2014). In conclude, the authors would inherit 2 branches such as: Perceiving emotions and Managing emotions from the model of Goleman (1997) and Social Competence and Trait Happiness from the research of Petrides and Furnham (2001) because these theories focused mainly in human's working stress and pressure.

Job Strain Model

Karasek (1979) developed a simple job strain model that was used to identify and analyze the relationship between psychological strain or stressors and how they were related to work. The model was concerned with two main terms: the first was about job demand, and the second was related to job decision latitude. These were two factors of Karasek's model, which caused stress and pressure of employees in the working environment.

Theory of pressure

According to Cox et al. (2000) stress was a psychological state when there was a mismatch between a requirement and a person's ability to meet that requirements. On the other hand, according to Kyriacou (2001), pressure was an unpleasant, negative emotion such as anxiety, depression, stress, anger or frustration that a person received from some aspects of work. In agreement, Lambert et al. (2009) also defined pressure as a result of unmet expectations and needs, which would lead to depression, loss of motivation, and negative thinking of a person.

Theory of working stress

According to Qasim et al. (2014), stress was a mental or physical state that arised when people felt anything that went against their thoughts or feelings; stress included complexity, workload, and higher responsibility. Besides, according to Pandey (2020), stress was characterized as physical and physiological effect on an individual and could be a mental, physical or emotional stress. Working stress could occur when there was

a conflict between the requirements of the work and a person's ability to fulfill these requirements. Working stress might also be a well-known risk factor for physical and emotional problems, such as cardiovascular disease, cancer, anxiety disorders, depression, and anxiety. emotional and burnout (Lovelace, 1995). The authors decided to choose the theory of Qasim et al. (2014) to inherit and use for the further research, because this theory combined both EI and pressure that impacted on working stress of employees.

Perspectives on teaching elementary

According to Trang (2020), teaching at elementary level was to convey the basic knowledge of the subjects of culture, physical activity, ethics, creativity, which belonged to the first level in the education system. This level would equipped elementary students with the initial development conditions for building knowledge and developing quality. It also gave these students directions to develop and study at higher grades.

Perspectives on online learning

Online learning was a form of learning over the Internet, through which teachers and learners could participate and interact with each other in real time to discuss the same lessons at the same time with the support of online learning platforms such as Google Hangout meet, Microsoft Teams, Zoom, etc (Dhawan, 2020).

3. RESEARCH MODEL AND HYPOTHESES

Emotional awereness and working stress

Perceiving emotions was that individuals would recognize the emotions of others and be able to build and maintain good relationships with each other; therefore, they could offer a way to solve problems in a positive way and prevent possible stressful situations (Salovey & Mayer, 1990). Or perceiving emotions was also about people who were aware of their own feelings and the emotions of others through the expression of words, gestures, actions of themselves and those around him; this could create people with EI who was skillful in balancing each other's emotions for lasting happiness (Vu, 2021).

Therefore, the authors can conclude that perceiving emotions may influence working stress of elementary teachers. The following hypothesis is developed.

H1. Perceiving emotions influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City negatively.

Managing emotions and working stress

According to Salovey and Mayer (1990), managing emotions was a way of thinking by which people often think of positive and pleasant emotions instead of holding on to negative emotions, this could help them to improve their EI. Along with that perspective, employees with a high ability to regulate their emotions, they had less conflicts, working stress, better work status, more stable emotions and were better when dealing with tasks (Petrides & Furnham, 2001).

Therefore, the authors can conclude that managing emotions may influence working stress of elementary teachers. The hypothesis is developed.

H2. Managing emotions influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City negatively.

Sociability and working stress

Sociability was expressed through adaptability, flexibility and willingness to adapt to new conditions and situations (Petrides et al., 2016). Specifically, people with good communication skills would know how to express emotions naturally and have a decisive attitude; they also knew how to ensure their rights and would not have arguments with others, so they were less likely to be resentful and regretful (Arora et al., 2011).

Therefore, the authors can conclude that sociability may influence working stress of elementary teachers. The hypothesis is developed.

H3. Sociability influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City negatively

Trait happiness and working stress

According to Arora et al. (2011), trait happiness included optimism, self-esteem and happiness. Besides, trait happiness could also be understood as an activity of enjoying welfare related to work, positive emotions, satisfaction and happiness with human life in society as well as in the family; it indicated the level of optimism of people when they felt their success, confidences and always looked at things with a positive eye (Petrides & Furnham, 2001).

Therefore, the authors can conclude that trait happiness may influence working stress of elementary teachers. The hypothesis is developed.

H4. Trait happiness influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City negatively.

Workload pressure and working stress

Workload pressure was the constant pressure when a company or an organization assigned too much work to its employees at the same time, it was also the reluctance to perform a job in the workplace (Ha & Tien, 2015). According to Kokoroko and Sanda (2019), high workload was one of the factors that caused working stress.

Therefore, the authors can conclude that workload pressure may influence working stress of elementary teachers. The hypothesis is developed.

H5. Workload pressure influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City positively.

Time pressure and working stress

Time pressure was the feeling of people when they did not have enough time to complete their work, the lack of leisure time and time to complete work would cause stress of employees (Cuc et al., 2021). Stress occurred when people were under the influence of time pressure, which reduced the exposure time to the signal and the space in which the signal was used (Ozel, 2001). During Covid-19 pandemic, besides teaching in class, teachers also had to divide their time for other jobs such as records and books; they also needed to participate in online training, attend other lectures, etc.

Therefore, the authors can conclude that time pressure may influence working stress of elementary teachers. The hypothesis is developed.

H6. Time pressure influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City positively.

Time pressure and working stress

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Therefore, the authors can conclude that time pressure may influence working stress of elementary teachers. The hypothesis is developed.

H6. Time pressure influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City positively.

Technology pressure and working stress

Technology pressure was a new variable in the research model of stress, but it contributed significantly to elementary teachers' working stress. Technologies somehow became time-consuming and important nowadays, this required everyone to constantly change, constantly update new technologies. Especially during the current Covid 19 pandemic, there were many online teaching issues that related to technology softwares and online teaching platforms such as Zoom, Microsoft Teams, etc (Dhawan, 2020), along with the exchange of emails and websites. From the change of technology had led to a state of technology pressure on teachers, especially elementary teachers when their students were young and limited in using technologies.

Therefore, the authors can conclude that technology pressure may influence working stress of elementary teachers. The hypothesis is developed.

H7. Technology pressure influences working stress of elementary teachers during Covid-19 pandemic in Ho Chi Minh City positively.

4. RESEARCH METHOD

4.1 Sample

The authors would conduct the official survey with a prediction of limited sample from 300 responses, who were suitable for the research topic (both online and offline survey method would be applied). After the process of collecting and surveying, the results were obtained with the data of 300 participants who had been working as elementary teachers at schools in Ho Chi Minh city, of which the data of 291 participants were valid and 9 participants were invalid. After excluding invalid cases, the data of 291 participants were used for further analysis. In all, over 84,2% were female, and 85,6% were between age 22 - 35 years old. Around 77,7% of respondents had 1 - 5 years of working experience, 28,2% of them were teaching class level 1, with 52,2% of the income were between 5 - 7 million VND per month, 83,5% were single and 66,7% were graduate. The sample characteristics were provided in Table 1.

4.2 Instruments

The study of the authors would adopt items with good internal consistency from reviewing literature (Hussain et al., 2021; Arora et al., 2011; Hang & Linh, 2016; Kokoroko & Sanda, 2019 and Cuc et al., 2021) and would modify the items to the current situation. There were five items measuring perceiving emotions, six items measuring managing emotions, five items measuring social competence, five items measuring trait happiness, five items measuring workload pressure, four items measuring time pressure, five items measuring technology pressure and four items measuring working stress. Observed variables were measured by five-point Likert scale: (1) Completely disagree; (2) Disagree; (3) Normal; (4) Agree; and (5) Totally agree. The application of five-point Likert scale helped to assess and analyze elementary teachers' working stress accurately.

Table 1. Descriptive statistics

Indicator		Frequency	Percentage
Gender	Female	245	84,2%
	Male	46	15,8%
Age	From 22 to 35 years old	249	85,6%
	From 36 to 45 years old	36	12,4%
	From 46 to 50 years old	6	2,0%
	Above 50 years old	0	0
Working experience	From 1 to 5 years	226	77,7%
	From 6 to 10 years	47	16,2%
	From 11 to 15 years	12	4,1%
	Above 15 years	6	2,0%
Class Level	Class level 1	82	28,2%
	Class level 2	46	15,8%
	Class level 3	69	23,7%
	Class level 4	24	8,2%
	Class level 5	70	24,1%
Income	Under 5 million VND	68	23,4%
	From 5 to 7 million VND	152	52,2%
	From 7 to 9 million VND	42	14,4%
	Above 9 million VND	29	10,0%
Marriage status	Single	243	83,5%
	Married	48	16,5%
	Widow/Widower	0	0
	Separated	0	0
	Divorced	0	0

Indicator		Frequency	Percentage
Educational level	Intermediate	17	5,8%
	College	50	17,2%
	Graduate	194	66,7%
	Post-graduate	30	10,3%
Total		291	

Source: Compilation from survey data (2022)

5. RESULTS

5.1 Scale Reliability Tests

Table 2. Results of the scale reliability test

Items	Variables	Number of observed variables	Cronbach's Alpha
NBCX	Emotional awareness	5	0,721
DCCX	Emotional regulation	6	0,879
THD	Sociality	5	0,787
TTHP	Trait happiness	5	0,750
APCV	Workload pressure	5	0,861
ALTG	Time pressure	4	0,793
ALCN	Technology pressure	5	0,875
SCT	Working stress	4	0,798

Source: Compilation from survey data (2022)

As shown in Table 2, the Cronbach's Alpha coefficients of the scales are all higher than 0,6; almost, the corrected item-total correlation coefficients are greater than 0,3, Therefore, 35 observed variables of independent factors and 4 observed variables of dependent factor are accepted and included in the EFA.

5.2 Exploratory Factor Analysis

Firstly, 35 observed variables in seven in dependent factors are used to identify their impacts on the stress of primary teachers. However, perceiving emotions and social competence were rejected, and remainders factors were accepted. The variables are categorized into 5 groups, with the total variance explained being 71,240%; $KMO = 0,731 > 0,5$ with the significance value of 0,000. Moreover, 4 observed variables of dependent factor – Stress with $KMO = 0,768 > 0,5$; $sig = 0,000$; the total variance explained being 62,489%. Consequently, using EFA in this study is considered appropriate. All factor loadings are greater than 0,5, and the weight differences among the loadings are greater than 0,3, indicating that these factors can be used for further analysis.

5.3 Regression analysis

Table 3. Multiple regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Multicollinear Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(constant)	1,102	0,305		3,319	0,001		
DCCX	-0,018	0,041	-0,018	-0,445	0,657	0,602	1,660
TTHP	-0,236	0,040	-0,221	-5,911	0,000	0,706	1,416
ALCV	0,330	0,043	0,299	7,757	0,000	0,662	1,511
ALTG	0,116	0,035	0,122	3,248	0,001	0,702	1,424
ALCN	0,520	0,035	0,530	14,889	0,000	0,776	1,289

Adjusted R Square (R^2) = 0,715 = 71,5%

Source: Compilation from survey data (2022)

Table 3 showed that Sig value was very small (Sig = 0,000), indicating a appropriate regression model, $R^2 = 71,5\%$ meant all variables explained 71,5% of the variability of the data, The Tolerance coefficients are relatively good from 0,602 to 0,776 and the VIF coefficients are all below 10, showing that there is no multicollinearity between the independent variables.

The results in Table 3 show that all the independent variables have a positive impact on stress at work according to the hypothesis that is statistically significant at 95% confidence level as follows: Managing emotions ($\beta = -0,018$); Happy status ($\beta = -0,221$); Workload pressure ($\beta = 0,299$); Time pressure ($\beta = 0,122$); Technological pressure ($\beta = 0,530$), But for the factor DCCX - Emotional adjustment has the coefficient Sig = 0,657 > 0,05, so there is no statistical significance in the regression equation.

Therefore, we have a standardized regression equation describing the fluctuations of EI and pressure factors affecting the stress of primary school teachers when taking part in online teaching in Ho Chi Minh City during Covid 19 as follows.

$$SCT = - 0,221 * TTHP + 0,299 * ALCV + 0,122 * ALTG + 0,530 * ALCN$$

$$Stress = - 0,221 * Trait Happiness + 0,299 * Workload pressure + 0,122 * Time pressure + 0,530 * Technological pressure$$

From the regression equation, we see that the happiness status factor has the opposite effect and the factors of work pressure, time pressure and technology pressure have a positive impact with stress. That is, the higher the happiness status, the lower the stress in primary school teachers, and the higher the pressure factors, the more difficult it is to reduce stress in teachers.

The factor "Sociability" was influenced the working stress of primary school teachers when participating in online teaching in Ho Chi Minh City during the Covid 19 pandemic. Mean of the observed variables of "Social competence" ranged from 3,27 to 3,45, which meant all teachers are sociable. However, when implementing the online teaching method, the conditions for improving and showing sociability were quite limited. When teaching online, teachers have a lot of pressure at work, which adversely affects teachers' emotions and teachers would not share feelings with their students. At the same time, teachers also limit opportunities to share with colleagues because they are also in the same situation. Interacting with each other through the screen makes teachers hesitate to express their feelings, and it is also difficult to receive support from colleagues. Therefore, the "Social competence" factor has no impact to the stress of primary school teachers in the context of online teaching due to the Covid 19 pandemic. The factor "Perceiving emotions" has not a negative impact on the working stress of primary school teachers when participating in online teaching in Ho Chi Minh City. Primary school teachers have to take part in cultural and art training classes and improve their abilities to respond flexibly in situations with students, students' parents and colleague. On the other hand, schools has selected careful candidates, who are emotional and caring about students, who are enthusiastic in teaching. However, during context of the Covid 19 pandemic, teachers and students meet each other via computer and phone screens, so there is a lack of interaction, especially when all students turn off their webcams and turn off their microphones. Therefore, face-to-face contact between teachers and students is hard. Hence, the factor "Perceiving emotions" is difficult to evaluate in this context.

6. DISCUSSION AND POLICY IMPLICATIONS

6.1 Discussion

From findings, the research results appropriate with previous studies. The trait happiness had a negative impact on the working stress of primary school teachers in Ho Chi Minh City with $\beta = -0,221$, which it was similar to studies of Arora et al., (2011), Hang and Linh (2016), Dung and Hue (2019). In addition, workload pressure also had a positive impact on the working stress, which this result appropriated with finding off Kokoroko and Sanda (2019), $\beta = 0,299$. Time pressure also appropriated with research results of Cuc et al. (2021) that it had a positive impact on the working stress, $\beta = 0.122$. Finally, technology pressure was seemed a new factor affecting working stress of elementary teachers during the Covid-19 pandemic that authors had not found any relative papers, but its influence on the working stress was the most significantly positive impact.

6.2 Policy implications

The result show that the working stress of primary school teachers is affected by trait happiness; Technological pressure; Work pressure; and Time pressure.

First, trait happiness factor of EI has a negative impact on the job stress of primary school teachers when participating in online teaching with $\beta = -0,221$. Therefore, managers, dean or leader need to explore or survey teachers' needs about working conditions, bonuses, and organizational culture in order to improve their satisfaction with school. Salary should be appropriate to teachers' work experience in order to honor their contribution, and also to encourage young teachers to make more contributions in the future. Schools consider the benefits for teachers who actively contribute and also to organize seminars in order to discuss about the importance of online teaching and the meaning of education during the Covid-19 pandemic.

Second, the technology pressure factor belongs to the pressure group that has the most significantly positive impact on the job stress of primary school teachers when participating in online teaching during the Covid-19 epidemic in Ho Chi Minh City with $\beta = 0,530$. In order to reduce stress for primary school teachers when they face with technology pressure as following: The Department of Education and Training needs to have specific instructions on organizing online learning for schools that could support teacher during teaching online time. Schools need to invest in learning materials and software associate with teachers' age so that they feel comfortable and to reduce the overload when designing lessons or create interactive activities for students. In addition, schools need to check facilities for teachers when teaching online so that teachers' is not interrupted. Teachers also need to actively learn how to use technology for teaching purposes.

Third, the work pressure factor is in the group of pressure factors which it has a positive impact on the stress in the work of primary school teachers when participating in online teaching with $\beta = 0,299$. Therefore, managers of Department of Education, school administrators need to concern moderating work requirements so that teachers focus and increase lesson quality. The Ministry of Education and Training need to organize training sessions to share online teaching experiences, introduce skills and methods to support teachers create quality and attractive lessons. Education organizations also change key performance indicator (KPI) evaluation system which is flexible during recent context as reducing document check. Teachers need to improve time management and work arrangement skills; prioritize important and urgent tasks first. In addition, the cooperation of parents and teachers is significant to reduce pressure for teachers. Last, the time pressure factor has a positive impact on the stress in the work of primary school teachers when participating in online teaching during the Covid-19 epidemic in Ho Chi Minh City with $\beta = 0,122$. The Ministry of Education and Training should change and adjust time of school year instead of the same period of time as every year, especially for epidemic-affected localities. Schools need to follow-up regularly the online classes to have a direction to adjust the reasonable time for classes immediately. Moreover, schools need to create more communicate channel such as e-learning system so that teachers could communicate, transfer relative documents easily and quickly. Teachers should manage reasonable timetable, working time during the Covid-19 epidemic.

7. CONCLUSION

This study aims to explore the influence of EI factors, pressure factors to working stress of primary school teachers. The findings of the research by the qualitative and quantitative combination, one factor of EI has a negative impact while pressure factors have positive impacts on working stress of primary school teachers. The study proposes some policy implications regarding EI and pressure in order to reduce working stress of primary school teachers during the Covid-19 pandemic.

However, authors would collect relevant data from other stakeholders, such as school administrators, parents' students, relevant employees working in education in order to extend view point of this topic in future research

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TÁC ĐỘNG CỦA TRÍ TUỆ CẢM XÚC VÀ ÁP LỰC ĐỐI VỚI SỰ CĂNG THẲNG TRONG CÔNG VIỆC CỦA GIÁO VIÊN TIỂU HỌC TRONG ĐẠI DỊCH COVID 19 TẠI THÀNH PHỐ HỒ CHÍ MINH

NGUYỄN THÀNH LONG* ; TRƯƠNG THỊ XOAN; PHAN THỊ MỸ CẨM; NGUYỄN THỊ MINH TRÂM; LÊ NGUYỄN; LÊ THÚY KIỀU; PHẠM NGỌC KIM KHÁNH

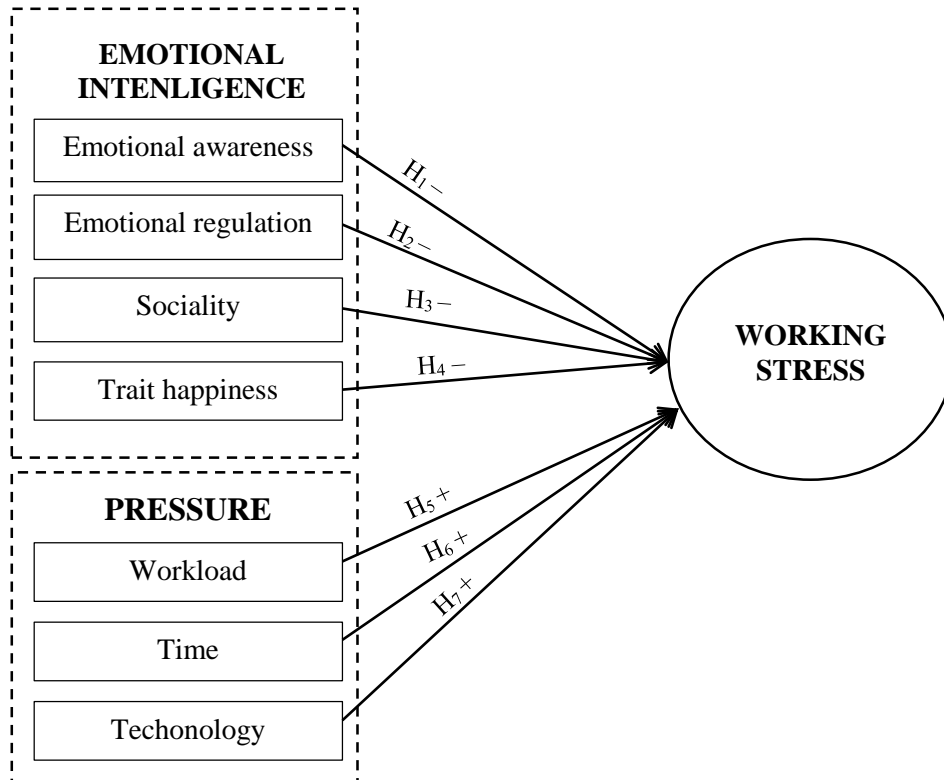
Khoa Quản trị kinh doanh - Trường Đại học Công nghiệp thành phố Hồ Chí Minh

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Tóm tắt: Nghiên cứu này được thực hiện nhằm xác định và phân tích tác động của trí tuệ cảm xúc và áp lực đối với căng thẳng làm việc của các giáo viên tiểu học dạy trực tuyến trong đại dịch Covid-19 tại Thành phố Hồ Chí Minh. Phương pháp nghiên cứu định tính được thực hiện thông qua thảo luận nhóm tập trung với các chuyên gia, và phương pháp nghiên cứu định lượng được thực hiện thông qua khảo sát trực tiếp các giáo viên tiểu học sống tại Thành phố Hồ Chí Minh thông qua các bảng khảo sát. Kết quả nghiên cứu cho thấy yếu tố tình trạng hạnh phúc có tác động tiêu cực đến căng thẳng làm việc của giáo viên tiểu học; các yếu tố (1) áp lực khối lượng công việc, (2) áp lực thời gian và (3) áp lực công nghệ là những yếu tố có tác động tích cực đến căng thẳng làm việc của giáo viên tiểu học khi tham gia dạy học trực tuyến trong đại dịch Covid-19 tại Thành phố Hồ Chí Minh. Dựa trên kết quả nghiên cứu, các tác giả đã đề xuất một số hàm ý chính sách nhằm giảm bớt căng thẳng làm việc của giáo viên tiểu học khi tham gia dạy học trực tuyến.

Từ khóa: Trí tuệ cảm xúc, áp lực, áp lực công việc, giáo viên tiểu học.

Appendix 1: Research Model



Received on: 18/10/2022

Accepted on: 19/12/2022