Factors Influencing Burnout during the Pandemic: A Case of Vietnamese Teachers

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ABSTRACT: *Online teaching has become the new norm both during and beyond the pandemic, with teachers at the center of enacting this change. Although COVID-19 has passed, many lessons and insights can still be drawn to inform school leaders and policymakers on how to better support teachers through such transitions, as well as to prepare them for any future pandemics. This study investigates factors contributing to teacher burnout in Vietnam during the COVID-19 period by re-examining existing survey data on educators' perceptions of online teaching and its impacts. Guided by relevant literature, selected survey items were used to approximate perceived burnout, and regression analysis was conducted to explore four potential contributing factors. Strong statistical evidence was found for work overload and the perceived negative impact of COVID-19 on life in predicting Vietnamese teachers' burnout. Weak statistical support was found for the effectiveness of online teaching and learning, while no evidence was found for perceived social support. This paper takes a novel approach by reanalyzing data collected from a previously published study to generate new understandings and insights. It also serves as a preliminary study, highlighting areas that future research on teacher burnout may consider in theoretical models.*

1. Introduction

The COVID-19 pandemic has had a significant impact on various aspects of life. The education sector is not an exception, with many challenges and disruptions in teaching, learning, and assessment due to the sudden and unexpected transition to the online format. Although much of the impact from COVID-19 has now been contained, with life returning back to normal, online teaching and learning (T&L) are not likely to fade away. Defined as a form of distance education conducted over the Internet, either partially or fully, digital learning is argued to be the new normal in the post-COVID-19 era (Lockee, 2021). This is especially the case for Vietnam, with the great emphasis on the digital transformation of its education system, which is evident in the government's project – "Strengthening IT Applications and Digital Transformation in E-Education for the Period 2021–2025 and Orientation to 2030." Hence, the experiences from the intensive period of online teaching during the lockdown can provide valuable insights and lessons that can help shape future policy to better support teachers, students, and their online learning experiences.

However, much of the existing research on online T&L during COVID-19 has only focused on students' perspectives, with scant literature on the impacts of such transition on teachers and how they cope with such changes (Kim & Asbury, 2020), despite their important role in shaping and influencing students' learning. Teaching is an emotionally demanding job, and teachers cannot perform to their best if their basic emotional needs are not met (Phan & Pham, 2023). And yet, as difficult as it was for students, teachers also had to cope with numerous stress factors and challenges during COVID-19's transition to online T&L (Westphal et al., 2022).

When exposed to negative emotions and experiences for an intensive and prolonged period of time, it can affect both the teachers' mental and physical health, which will then have a subsequent effect on their students. In other words, teachers would start to develop

symptoms of burnout, which refers to one's exhaustion and deteriorating commitment due to long-term exposure to stress in the caregiving profession (Madigan & Kim, 2021; Westphal et al., 2022). Maslach et al. (2001) defined burnout as a syndrome with three dimensions, which include (i) emotional exhaustion (the physical and emotional weariness due to one's work), (ii) depersonalization (feelings of detachment from others' needs and wants in the working context), and (iii) inefficacy (feelings of inadequacy in conducting and completing one's job).

Teachers face substantial demands from their job and are constantly exposed to different stressors on a daily basis, which make teaching one of the most stressful occupations (McCarthy et al., 2016). Research on this topic has found various negative outcomes associated with burnout for both teachers themselves and their students. For the former, teachers suffering from burnout have more symptoms of mental health illness, and lower work engagement, and greater turnover intention (Lee, 2017). For the latter, Madigan and Kim (2021), in their literature review, found that teacher burnout has a negative effect on students' academic achievement.

In addition to the existing challenges of their day-to-day job, teachers had to face many new difficulties during the pandemic, as they had to quickly adapt both their personal and professional lives to remote T&L. Such a rapid and unexpected transition can give rise to higher levels of stress and burnout in teachers (Westphal et al., 2022). Hence, it is important to identify which factors contribute to such teacher stress and burnout so we can better support them in the future, especially when teachers' well-being has been found to be connected to students' well-being (Madigan & Kim, 2021). As a result, there has been a growing interest in recent years to understand the drivers of teacher burnout during the COVID-19 pandemic (Westphal et al., 2022).

However, the same research trend cannot be observed in the context of Vietnam, albeit their priority on digital transformation, as the literature on this topic is quite limited. For instance, in their interview of seven Vietnamese English language teachers, Pham and Phan (2023) found that these

educators felt anxious and frustrated during COVID-19's transition to online T&L due to the increase in workload with limited guidance and support. In their follow-up study, Phan and Pham (2023) found that suppressing negative emotions had been one of these teachers' coping strategies in response to online T&L's difficulties. As some of the few studies focusing on teacher burnout, these two studies provide initial evidence highlighting the need for future inquiry into this overlooked research area. Furthermore, while these two studies have focused explicitly on university language teachers, there is also a need to examine teacher burnout across the Vietnamese education system to create a more complete picture. Such knowledge will also help to enrich the limited and growing body of literature on teacher burnout globally.

To address this research goal, the current study seeks to quantitatively examine the factors influencing teacher burnout during the COVID-19 lockdown. To do so, it utilizes an existing dataset on Vietnamese teachers' perspectives during the COVID-19 pandemic, collected by Hoang et al. (2020). An estimate for teacher burnout was computed based on relevant items. Regression analysis was then conducted to examine the role of different factors in predicting teacher burnout during the COVID-19 lockdown.

2. Literature review

2.1. Teacher burnout and work overload

Prior to COVID-19, work overload had always been one of the major factors contributing to and predicting teacher burnout. It refers to assigning employees more tasks and responsibilities than they can manage without providing the necessary supporting resources (Abdulaziz et al., 2022). In the case of teachers, apart from their main teaching duties, they also have to attend to other administrative tasks such as writing reports, attending meetings, etc. Furthermore, they also have to respond to unplanned changes, which results in them not having enough time to meet the many demands of their job (Westphal et al., 2022). The COVID-19 lockdown had a profound impact on this complex workload, as Phan and Pham (2023) found that Vietnamese teachers had

to take on major extra work to restructure and redesign their courses into a digital format. While familiarizing themselves with online platforms, they also had to guide and instruct students who were similarly inexperienced. On the other hand, they had competing responsibilities at home, such as taking care of their own children and/or other sick family members, etc. Hong et al. (2021), in their study of Chinese pre-school teachers, found that the stress of parenting and work overload are positively linked, with both negatively associated with job satisfaction. Hence, this study proposes the following hypothesis: **H1:** *Vietnamese teachers' perceived work overload is positively associated with their perceived level of burnout.*

2.2. Teacher burnout and online T&L effectiveness

While the effectiveness of online T&L has often been examined from the students' perspective, this concept is less studied from the perspective of educators. It refers to the teacher's perception and satisfaction with the quality and impact of online teaching on student learning (Smith et al., 2021). Experience with online teaching can be another source of burnout for teachers, as lower satisfaction with online T&L has been found to be associated with higher levels of burnout (Mosleh et al., 2022). Due to issues with online T&L such as internet connection and lack of interaction between teachers and students, teachers often do not find this method as effective as face-to-face teaching, which can contribute to dissatisfaction and, subsequently, burnout. Furthermore, student engagement during online T&L could be another source of teacher burnout, as lower engagement can lead to teacher anxiety, contributing to burnout (Wang et al., 2022). The same was observed for Vietnamese teachers, as Pham and Phan (2023) found that they felt discouraged by the lack of engagement with students in online T&L. They also found that Vietnamese teachers faced pedagogical challenges in a virtual environment, which further contributed to their sense of frustration. Hence, this study proposes the following hypothesis: **H2:** *Vietnamese teachers' perceived effectiveness of online T&L is negatively associated with their perceived level of burnout.*

2.3. Teacher burnout and COVID-19 impact on life quality

In terms of non-work-related factors contributing to burnout, teachers' concerns about the general impact of COVID-19 on their quality of life is one such factor. In their study of how language teachers coped with the switch to online T&L, MacIntyre et al. (2020) found anxiety about one's own and their family's health to be the second strongest stressor after workload. Indeed, various Vietnamese teachers expressed concerns about the adverse effects on their physical health as a result of looking at screens and teaching online classes for extended periods (Phan & Pham, 2023). Another source of burnout due to deteriorating life quality may come from the blurred boundary between life and work (Phan et al., 2025). With the assumption that working from home would grant teachers more free time, many were forced to take up additional and urgent work even outside working hours (Phan et al., 2025). Adding to this were additional childcare and household duties, which made it even more difficult for teachers to strike a balance between life and work.

On the other hand, financial well-being is another factor affecting teachers' quality of life and, subsequently, their stress levels (MacIntyre et al., 2020). Teachers' sources of income were severely affected due to the drop in student enrollment during COVID-19, which led to feelings of distress and burnout. The same can be argued in the case of Vietnamese teachers, as a major source of income for public school teachers comes from private tutoring (Nguyen et al., 2021). With these in mind, this study hypothesizes that: **H3:** *Vietnamese teachers' perceived general impact of COVID-19 on their life is positively associated with their perceived level of burnout.*

2.4. Teacher burnout and social support

Referred to as the support received from an individual's social network to help them deal with stressful situations and/or achieve personal goals, perceived social support can have a direct

impact on teachers' well-being and the quality of their teaching (Šimunović et al., 2024). Such support can come from both work and non-work channels and serves as an important resource during times of crisis (Šimunović et al., 2024). It provides a buffer against stress by satisfying basic psychological needs and improving one's sense of control over negative events and experiences (Zhou & Yao, 2020). Furthermore, social support helps individuals cope with adverse circumstances by boosting self-esteem and alleviating negative emotions (Zhou & Yao, 2020). Conversely, the lack of social support can intensify teachers' feelings of loss and frustration with online T&L. This was particularly experienced by Vietnamese teachers, as some expressed a lack of institutional support at the beginning of the pandemic, which made them feel unequipped and anxious (L.T.T. Pham & Phan, 2023; Phan et al., 2025). As such, it is likely that social support can reduce psychological distress in unexpected and stressful situations such as online T&L during COVID-19. This leads to the following hypothesis:

H4: *Vietnamese teachers' perceived social support is negatively associated with their perceived level of burnout.*

3. Methodology

This study utilized the data collected by Hoang et al. (2020) between April 6, 2020, and April 11, 2020, about Vietnamese teachers' perceptions of different aspects of online T&L during the COVID-19 pandemic. Data were collected using a self-report survey questionnaire, which was first tested with 30 teachers and 4 principals in Hanoi to ensure the validity of the measurement. After being revised, the survey questionnaire was then distributed to the two largest online Facebook groups of Vietnamese teachers at the time, which were Microsoft Innovative Educator (38,600 members) and Vietnam Innovative Education Forum (14,000 members). After one week, the research team collected 373 potential responses, but 79 were excluded due to violations of the cross-checking question. The final dataset contains 294 observations, comprising three groups of information: (i) participants' demographics, (ii)

their perceptions of factors influencing their teaching, and (iii) their feelings towards school resources and teaching effectiveness. All of the variables of interest for this paper fall under groups (ii) and (iii), which are measured using a 5-point Likert scale (1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – Strongly agree).

The measurements for all the variables of interest in this study are computed as follows:

Teacher burnout (Burnout): As research has shown that stress and job satisfaction are good predictors of burnout (Ogresta et al., 2008), the measurements for these two items from the survey were combined to construct the estimation for the dependent variable of the study. These included (i) stress associated with online T&L (Onl_stress) and (ii) dissatisfaction with online T&L (DisSatis_teach_learn). Since the original dataset only contains a measurement for teachers' satisfaction with online T&L (Satis_teach_learn), it was reversed to obtain an estimate for dissatisfaction, which is more relevant to the purpose of this study. For Onl_stress, respondents were asked to self-report their level of stress regarding online teaching activities, while for Satis_teach_learn, they were asked to self-report their level of satisfaction with online T&L.

Perceived workload (Onl_workload): The original survey's measurement for this item was used, which asked respondents whether they agreed that COVID-19 increased their workload.

Perceived online T&L effectiveness (Effectiveness): In accordance with the rationale outlined in section 2.2, this variable is the total of two items: teachers' perceived teaching effectiveness (Onl_effective) and their perceived student engagement in online T&L (Onl_active). For the former, respondents were asked if online teaching activities were as effective as normal classes; for the latter, they were asked if students were more active during online T&L.

Perceived impact of COVID-19 on life (Feel_impact): This paper follows Pham et al. (2021)'s approach to obtain a measurement for this variable by combining two questionnaire items: teachers' feelings about the impact of COVID-19 on their lifestyle habits (feel_habit)

and economic situation (feel_fin). Respondents were asked if the pandemic affected their living habits in the former, and their financial status in the latter.

Perceived social support (Total_sup): As the survey included four items—one for each level of support from school, parents, union, and government—the measurement for this variable is the total of these individual responses. For each level of support, respondents were asked to self-report the support received from the school board of management (Sup_bod), parents' association (Sup_parents), teacher union (Sup_union), and government (Sup_gov).

Given the current study's research goal, linear regression analysis was employed to examine the relationship between teacher burnout and four other variables: perceived workload, online T&L effectiveness, the impact of COVID-19 on life, and perceived social support. The conceptual framework for the study is portrayed in Figure 1. Bivariate regression analysis between teacher burnout and each of the independent variables (i.e., burnout vs. workload, burnout vs. teaching effectiveness, etc.) was first conducted to examine their individual relationships. Multivariate regression analysis then followed, in which all the independent variables were included in one model to study their partial effects while controlling for other variables.

4. Results

4.1. Descriptive statistics

Table 1 presents the summary statistics for all of variables in the model. On a scale of 10, impact

Table 1. Summary statistics for the independent and dependent variables.

Variable	Mean	Std. Dev.	Min	Pctl. 25	Pctl. 75	Max
Burnout	6.051	1.301	3	5	7	10
Effectiveness	5.993	1.821	2	5	7	10
Onl_workload	3.701	0.874	1	3	4	5
Feel_impact	6.571	1.45	2	6	7	10
Total_sup	8.823	2.956	4	8	11	20
N = 294						
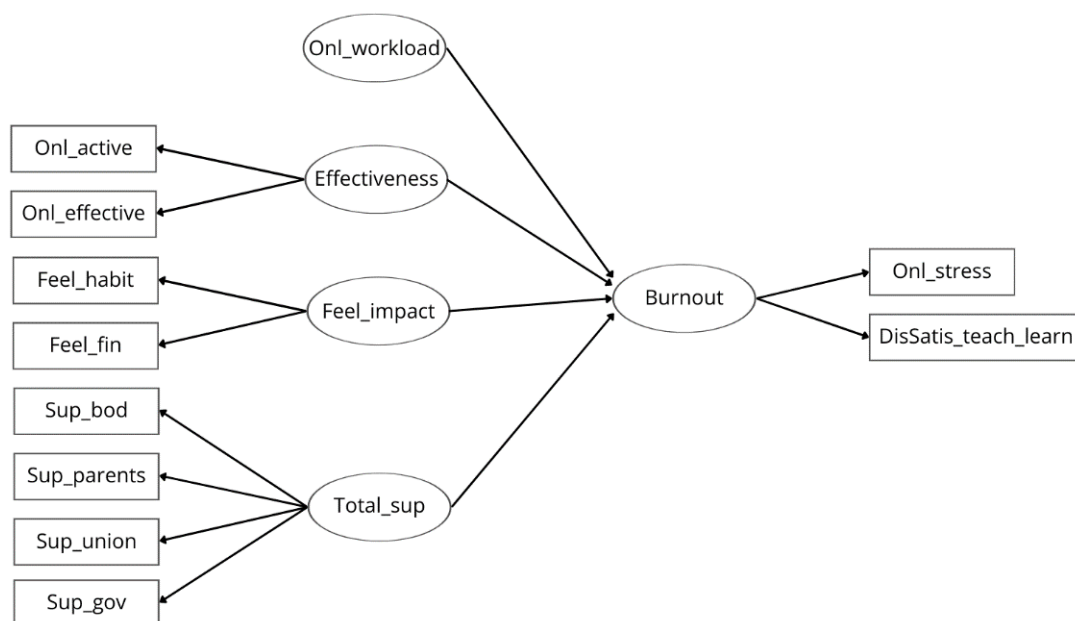
Figure 1. Conceptual framework of the influences of perceived workload, online T&L effectiveness, impact of COVID-19 on life and perceived social support on teacher burnout.

from Covid-19 (Feel_impact) has the highest mean of 6.57, while effectiveness of online T&L (Effectiveness) centres around the mean of 6. The latter also has the highest standard deviation out of the three (1.82) indicating the more diverse teachers' opinions about the effectiveness of online T&L. Lastly, given the wide range of values between 4-20, the low mean of 8.83 for the reported level of total social support may potentially suggest that teachers didn't feel much supported during Covid-19.

4.2. Regression results

Table 2 shows the results of the regression analysis. Model 1 tested the effect of work overload (H1), Model 2 assessed perceived effectiveness of online teaching and learning (T&L) (H2), Model 3 evaluated the impact on life quality (H3), and Model 4 examined social support (H4). Model 5 was a multivariate model incorporating all four predictors simultaneously to assess their combined and relative contributions.

The bivariate analyses (Models 1–4) revealed statistically significant relationships between teacher burnout and three predictors: work overload (Model 1: $\beta = 0.39$, $p < .000$), perceived online T&L effectiveness (Model 2: $\beta = -0.12$, $p = .005$), and impact on life quality (Model 3: $\beta = 0.32$, $p < .000$). Social support (Model 4: $\beta = -0.05$, $p = .066$) did not reach statistical significance in isolation.

In the multivariate analysis (Model 5), the predictors collectively explained 20% of the variance in teacher burnout. Work overload remained the strongest predictor ($\beta = 0.41$, $p < .000$), followed by impact on life quality ($\beta = 0.26$, $p < .000$), providing strong support for H1 and H3. Perceived online T&L effectiveness also showed a marginally significant negative association ($\beta = -0.13$, $p = .001$), though its confidence interval was narrow and close to zero in both bivariate (-0.20; -0.04) and multivariate (-0.20; -0.05) models, indicating only weak support for H2. Interestingly, social support became statistically significant ($\beta = -0.05$, $p = .039$), despite the upper limit of its confidence interval close to 0. This change may be attributed to reduced residual error and improved model fit when additional variables were included. Nevertheless, based on the lack of statistical evidence, H4 is not supported.

4.3. Diagnostic check

Firstly, no multicollinearity is found in the multivariate regression model, as the variance inflator score is low for each of the independent variables. No strong correlation between any of the independent variables as shown

Table 2. Regression results for both bivariate and multivariate model.

Independent variables	Dependent variable: Teacher's perceived burnout				
	Bivariate analysis				Multivariate analysis
Two	Model 1	Model 2	Model 3	Model 4	Model 5
(Intercept)	4.60* [3.98; 5.23]	6.75* [6.24; 7.25]	3.97* [3.32; 4.61]	6.47* [6.00; 6.94]	4.03* [3.07; 4.99]
Onl_workload	0.39* [0.23; 0.56]				0.41* [0.25; 0.57]
Effectiveness		-0.12* [-0.20; -0.04]			-0.13* [-0.20; -0.05]
Feel_impact			0.32* [0.22; 0.41]		0.26* [0.16; 0.35]
Total_sup				-0.05 [-0.10; 0.00]	-0.05* [-0.09; -0.00]

Null hypothesis value outside the confidence interval.

Table 3. VIF and correlations

	VIF	Onl_workload	Effectiveness	Feel_impact	Total_sup
Onl_workload	1.101	1			
Effectiveness	1.107	0.241***	1		
Feel_impact	1.059	0.135*	-0.155**	1	
Total_sup	1.008	0.067	0.069	-0.017	1

*** significant at the 1% level; ** significant at the 5% level; * significant at the 1% level
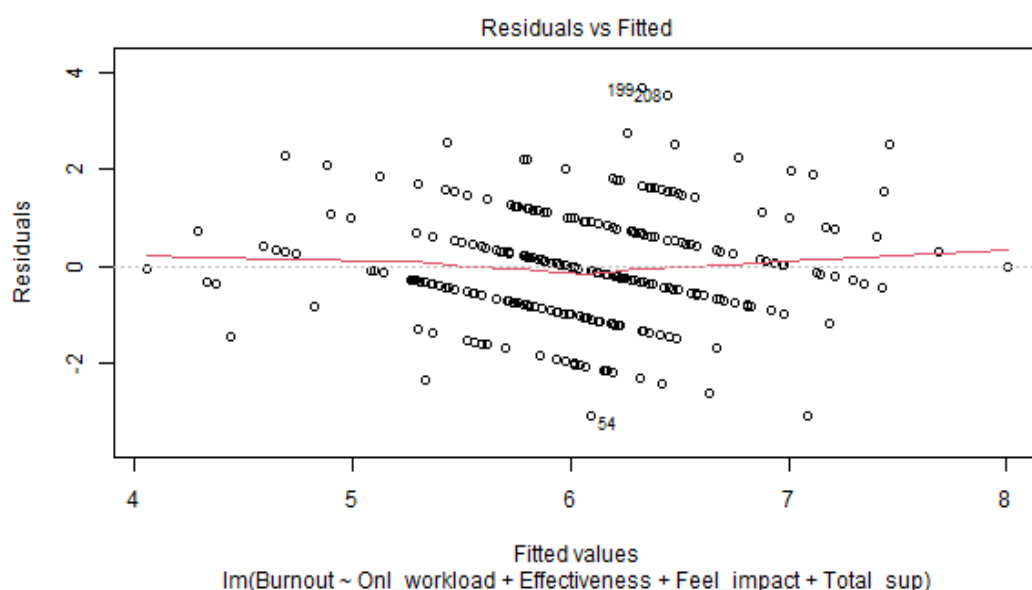

Figure 2. Plot of residuals

in Table 3, which further support the finding that no multicollinearity exists. Secondly, homoscedasticity also accounted for which assumes random errors normally distributed with a constant variance.

The plot of residuals against the predicted values was examined in Figure 2, which found that all the residuals fluctuate approximately around 0 with no obvious trend. The Studentized Breusch-Pagan test was then conducted to generate a p-value of 0.5358. Hence, the null hypothesis is NOT rejected, and homoscedasticity is assumed, which provides confidence and validation for the model.

5. Discussion

Given the growing trend and importance of e-learning, it is important to understand the factors influencing teacher burnout during online T&L, which can hinder their engagement with such teaching methods and impact students' learning and development. To answer this question, the current study adopted a unique approach by re-examining an existing dataset by Hoang et al. (2020) during the COVID-19 pandemic on Vietnamese teachers' perspectives during the early phase of the COVID-19 pandemic. This dataset provides a unique viewpoint into teachers' experiences during a period of unprecedented and rapid educational transformation, which is of great value today. As such, an exploratory stance was adopted by identifying and analysing the potential relationships among variables based on the dataset, rather than testing a predefined theoretical model. Four factors were investigated: feelings of work overload, online T&L effectiveness, the life impact of COVID-19, and social support. Regression analysis was employed to examine the strength and direction of associations between these variables and teachers' self-reported levels of burnout.

With the largest coefficient estimate, work

overload constitutes the strongest predictor of teacher burnout in our model. This relationship is consistent with prior research in both during-COVID-19 (Minihan et al., 2022) and pre-COVID-19 contexts (Pedro & Kumar, 2020). There are a number of potential reasons that can contribute to this overload. First and foremost, adapting face-to-face learning materials for online classes is a demanding task, not to mention the additional work required to find and develop new resources to keep students interested and engaged (Kebritchi et al., 2017). It is estimated that preparing and teaching online doubles the time spent by a teacher compared to face-to-face mode (Kebritchi et al., 2017). Phan and Pham (2023) also observed similar findings, as the workload of Vietnamese language teachers increased significantly during the transition to online T&L. This resulted from additional time spent on redesigning the course, preparing back-up plans for internet failure, and assisting students. On top of these duties, the lockdown also forced teachers to take on additional responsibilities, such as overseeing the learning of their children and caring for other family members (Spadafora et al., 2022), which was also experienced by many Vietnamese university teacher-mothers (Phan et al., 2025). These overlapping roles intensified emotional exhaustion and stress, especially when institutional expectations remained unchanged.

The second strongest predictor in our model is teachers' perception of COVID-19 in terms of its impact on their life habits and financial security. With increased demands from both family and work, a time-based conflict is unavoidable, as they have to juggle multiple roles simultaneously, knowing that prioritizing one role may affect the performance of another (Phan et al., 2025). Furthermore, the dependency on technology resulting from their job makes it easy for students, parents, and colleagues to contact teachers at any time, generating unwanted out-of-hours requests (Minihan et al., 2022). This work-home interference can alter teachers' life habits, making it difficult for them to differentiate between the two and strike a balance.

On the other hand, financial insecurity was another concern for teachers during the pandemic, as Rahman et al. (2023) found that kindergarten teachers experienced mental stress due to income loss and financial hardship caused by school closures. Such reality also existed in Vietnam, as various Vietnamese news outlets reported teachers missing out on wages and taking on side jobs to make ends meet (Tien Bui et al., 2022). In their research, Phan et al. (2025) also documented that teacher-mothers had to resort to moonlighting classes to supplement their income, which further contributed to their work-life imbalance and conflicts. Given the low baseline salaries of Vietnamese teachers, they are especially exposed to financial shocks, which can contribute to burnout.

In addition, this study highlights another factor associated with teacher burnout: the effectiveness of online T&L. Indeed, the many challenges of online education—including both technical issues (e.g., internet connection, video/sound delays) and student-related issues (e.g., engagement and behavioral problems)—can undermine teachers' confidence in delivering quality education, contributing to their burnout (Wang et al., 2022). This is reflected in our hypothesis, as we anticipated that Vietnamese teachers' burnout would be negatively associated with online T&L effectiveness. Yet, there is only weak statistical evidence supporting this relationship, as its coefficient estimate is small and the lower bound of the confidence interval is very close to 0. A possible explanation is teachers' growing familiarity with the new mode of instructional delivery over time, which was found to increase learning interactions and generate positive experiences (Pham and Phan, 2023). Interestingly, a more positive online teaching experience was also found to be positively associated with increased workload, as shown in Table 3's correlation matrix. As there were no clear institutional guidelines and expectations for teachers to follow in assessing the effectiveness of their online classes (Kebritchi et al., 2017), they could only experiment and improve teaching quality based on students' feedback and experiences, which contributed to the increased workload.

Finally, no practical or statistical significance

was found for the relationship between perceived social support and teacher burnout. Such absence could be due to a lack of available support or the presence of a mediating variable not included in the study. For the former, since the original data were collected in early April 2020, there was high uncertainty about whether school closures were permanent or temporary. As a result, support for teachers was not consistent or uniform across Vietnam, as reflected in the low mean scores in teachers' ratings of total support presented in Table 1. Anecdotal evidence from Phan and Pham (2023) and Phan et al. (2025) illustrated that institutional support was often limited to technical aspects, with little attention paid to emotional well-being or pedagogical adaptation. For the latter, Manuti et al. (2022) identified an indirect effect between social support and teacher burnout through the mediating impact of teachers' personal resources, which they refer to as resilience and self-efficacy. A supportive school leadership can empower teachers, helping them to feel a stronger sense of control and more confidence in navigating adversity, which lowers levels of stress and emotional exhaustion (Manuti et al., 2022; Zhou & Yao, 2020).

6. Conclusion

Although this study re-examined data collected during the early period of COVID-19, the implications of its results remain relevant today, especially as online teaching becomes the new norm beyond the pandemic. Since lack of social support was reported as having no effect in our model, it highlights the important role that supportive policies and programs can play in lessening the negative impacts of online teaching on teachers' well-being.

Firstly, more professional development programs should be directed toward developing teachers' technical and pedagogical skills in online education, which can include, but are not limited to, adapting and designing interactive online content, virtual classroom communication and management, online strategies and toolkits, and online assessments (Westphal et al., 2022). Being equipped with best practices, teachers can improve their online teaching experience and

gain more autonomy in their work, which can help them feel more satisfied and less burned out. Equally important, teachers should be allocated release time—at least initially—to set aside other duties and focus their energies on developing online learning materials, as this task can be very time-consuming (Pedro & Kumar, 2020). In line with the literature, we argue that some form of reward or incentive system should also be in place to recognize and compensate for teachers' extra time and efforts, which can address their concerns about financial security as identified in our study.

Lastly, establishing clear and reasonable guidelines for online education—along with expectations about the contributing roles of teachers, students, parents, and schools—can help teachers navigate their work and create boundaries to prevent work-home interference. At the macro level, these implications also call for the development of a national framework for online education that can make such support more lasting, uniform, and consistent.

In closing, it is also important to acknowledge this study's limitations. Construct validity is the first constraint, as this paper used secondary data that were not initially designed to measure teachers' perceived burnout. Although theoretical guidance was used to construct its estimation based on available data, there remains the question of whether it accurately measures teachers' feelings of burnout. Hence, future studies can use more validated measurement tools and questionnaires to evaluate this study's findings.

Second, the dataset offers a limited scope, as it focuses only on teachers in Vietnam, a context which might have lower levels of teacher burnout due to the government's effective management of COVID-19. Future research can conduct comparative studies to gain a broader picture of teacher burnout during the pandemic.

Third, given its exploratory research stance, future studies can strengthen the theoretical foundation by employing the Job Demands–Resources (JD-R) model to better understand the relationship between teacher burnout and its drivers. According to the model, the interplay

between job demands and job resources determines one's level of burnout, such that burnout occurs when the former exceeds the latter (Demerouti et al., 2001). This theoretical lens potentially aligns with our findings, as high job demands (e.g., workload, impact on quality of life) are significantly associated with burnout, while job resources (e.g., social support) show limited buffering effects—possibly due to contextual constraints or unmeasured mediators.

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