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THE STUDY OF POSITIVE WORK ENVIRONMENT TOWARDS WORK FATIGUE OF VOCATIONAL SCHOOL TEACHERS

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ABSTRACT A survey by the King Car Education Foundation (2019) revealed that only 20% of teachers felt prepared for these reforms, highlighting the unpreparedness and pressure felt by the majority. Teachers face challenges, including time-consuming assessments, interdisciplinary collaboration, and parent-teacher communication difficulties. The COVID-19 pandemic further impacted the educational landscape, necessitating remote teaching and integrating innovative technology to maintain student engagement. This study focuses on training college teachers as the research subjects. Based on this study's research motivation, background, and objectives, we aim to explore the influence of Emotional Labor, Self-reliance, and Social Support on Work Fatigue among vocational college teachers. Relying on advanced statistical procedures, the data analysis of this study is divided into two categories: descriptive statistics and inferential statistics. The results obtained from the study indicate that differences in Gender, Marital Status, Age, Teaching Experiences, and Current Position generate no differences in Work Fatigue. Only differences in Main Teaching generate differences in Work Fatigue. Regarding Multiple Linear Regression Analysis, it is evident that Emotional Labor, Self-resilience, and Social Support significantly influence Work Fatigue. It is recommended that educational institutions and organizations focus on developing emotional labor skills, consider specific self-resilience orientations, and carefully manage different aspects of social support to mitigate Work Fatigue effectively.

Keywords: ***Emotional Labor, Self-Resilience, Social Support, Work Fatigue***

INTRODUCTION

In the context of globalization and the knowledge economy era, vocational education plays a pivotal role in nurturing high-caliber skilled professionals, with its teaching quality inextricably linked to the stability and vitality of the teaching staff. Vocational School teachers, serving as the core force in transmitting skills, are confronted with multifaceted pressures stemming from their roles in teaching, research, and community service (JingXuan, 2024). Notably, the intensity of emotional labor invested, the levels of self-adaptability, and the strength of social support profoundly influence vocational school teachers' mental health and work fatigue status (Wild, 2019). Efforts are being made through educational reforms to achieve the ideal educational realm, and changes in educational policy have also increased a lot of work stress for teachers at the forefront of education. Taking the implementation of the 108 curriculum guidelines as an example, the King Car Education Foundation (2019) surveyed 4,112 teachers and found that only 20% of teachers felt they and their school administrative systems were ready for the 108 curriculum guidelines, while the other 80% felt that resources were not yet entirely in place, feeling pressured by such educational reforms. Upholding the spirit of the policy, teachers are the primary executors of the 108 curriculum guidelines, but they also face many challenges in buffering effect(JingXuan, 2024).

Ding and Hong (2021) identified challenges for teachers implementing the new curriculum, which include not only time-consuming and labor-intensive competency-oriented questions and diverse assessments but also the large workload in interdisciplinary collaboration with colleagues in various disciplines, which is more than they can handle, and the emotional and conceptual difficulties faced in parent-teacher communication and discussion.

The recent emergence of COVID-19 has not only caused a global crisis and changed people's lifestyles but has also had a huge impact on the educational ecosystem (Zhang, 2021). The pandemic has accelerated the path of change in teaching and learning and sparked a wave of remote teaching. Although the students have gradually returned to campus learning, with the ever-changing situation of the pandemic, the innovative technology teaching method is a professional skill that teachers must advance, and how to increase students' enthusiasm for learning using technological devices is also a part that teachers need to focus on more. Therefore, this study focuses on the college education stage to explore the current status of teachers in terms of emotional labor, self-resilience, social support, and work fatigue. It also discusses the relationships between these variables. The aim is to provide results that can serve as a reference for teachers, school administrators, and education authorities at all levels when making school administrative decisions. By implementing these results in school administrative management, more resources can be provided to teachers to reduce work fatigue, thereby enabling students to receive a better education.

LITERATURE REVIEW

Emotional Labor

Grandey and Melloy (2017) state that emotional labor involves impression management, where workers guide their behavior based on societal expectations involving mental effort. Jeung et al. (2018) refer to emotional labor as individuals creating facial expressions or body movements observable by the public through emotional management techniques in exchange for wages. It involves commercializing emotions and considering service as a performance. Yang and Chen (2021) state in their "Conservation of Resources Theory" that individuals actively protect resources they value, including personal inner energy. If these resources are threatened or continuously depleted, individuals will feel uncomfortable. Emotional labor refers to teachers' efforts to display different emotions at work. If this effort is not appropriately replenished, it leads to continuous depletion of inner energy resources. Work Fatigue is defined as a state of physical and mental exhaustion. In connection with the Conservation of Resources theory, an increase in emotional labor beyond what an individual can bear will lead to the onset of Work Fatigue.

Lee and Madera (2019) found that the stronger the emotional labor exerted by preschool teachers, the more intense their feelings of Work Fatigue. Most negative outcomes of Work Fatigue are related to

surface acting, while positive outcomes are related to deep acting. It is apparent that surface-acting and deep-acting have different effects on Work Fatigue and should be investigated separately. Kariou et al. (2021) viewed emotional labor as consuming mental energy, showing a positive correlation between the degree of mental energy consumption and Work Fatigue. However, a study by Liu et al. (2016) on public health personnel found a negative correlation between emotional labor and Work Fatigue. The researchers suggested that due to the nature of public service systems, the diverse emotions of employees can be effectively managed through education and training. Therefore, an increase in emotional labor does not necessarily lead to an increase in Work Fatigue.

Self-resilience

The term "self-resilience" was introduced by Jurgens and Helsloot (2018), emphasizing individuals with positive personality traits who can face environmental challenges openly, flexibly, and self-adjust. It originates from Freud's concept of the "self," which suggests that individuals must control, monitor, and regulate their impulses to adapt to societal environments. Individuals with higher levels of self-resilience see themselves as decision-makers and controllers in adversity, believing they can resolve conflicts brought about by adversity. Self-resilience is also seen as a personal trait enabling individuals to adapt to environmental stressors and recover from negative experiences. This ability helps mitigate or overcome the harm caused by adversity, enabling individuals to learn from challenges and prepare for future obstacles.

On the other hand, Nahdi et al. (2021) proposed the opposite end of self-resilience as ego brittleness, representing individuals lacking flexibility and being unable to adapt to changing situations; they may easily break down or struggle to recover from negative experiences. When individuals lack resilience, they respond to stressful situations rigidly, potentially leading to maladaptive responses. Self-resilience allows individuals to adapt to unpredictable environments, mitigating anxiety and facing challenges with a positive, open attitude.

Jurgens and Helsloot (2018) discovered a positive correlation between Self-resilience ability and happiness among training college teachers. Having happiness enables individuals to face life's challenges positively, maintain optimistic emotions, adjust to feelings of powerlessness at work appropriately, and alleviate Work Fatigue. Pradhan and Kumar (2021) find that the higher the Self-resilience ability, the less severe the feelings of Work Fatigue among elementary school teachers. Furthermore, Yeganehpour (2023) indicates that higher levels of Self-resilience ability among training college teachers correspond to higher teaching efficacy. By enhancing teaching efficacy through self-resilience, teachers can further reduce feelings of fatigue and powerlessness, thus lowering work fatigue.

Social Support

Cohen and McKay (1984) proposed attachment theory, which suggests that individuals use

attachment behaviors to interact with others and maintain intimate relationships to gain a sense of security. In order to meet their emotional needs and reduce their anxiety, individuals seek support from important others through attachment behaviors. Therefore, a good attachment relationship can help individuals establish emotional connections and provide a sense of security, reducing anxiety and unease in the face of life difficulties or stress. Liu et al. (2016) state that the social support scale covers the various entities teachers encounter in the school field, comprehensively exploring the current state of social support sources among middle school teachers. Social support, introduced by the National Academies of Sciences (2019), refers to the positive feedback individuals receive when interacting with others, including emotional, material, and cognitive forms. These feedback mechanisms can help individuals alleviate the impact of life stressors and enhance personal adaptation. Social support can provide a protective or buffering function when individuals are in a fluctuating or crisis-ridden environment. Saltzman et al. (2020) classified social support into 3 types: emotional support, self-esteem support, and social network support. Aveyard (2023) defines social support as originating from an individual's "primary group," which includes important individuals such as family members, friends, neighbors, and colleagues.

Various Researchers point out that care and assistance from parents, family, colleagues, supervisors, students, and social support for teachers can replenish resources expended due to emotional demands, thereby alleviating emotional exhaustion and maintaining a humanized approach toward work and life. Regarding parent support, Skaalvik and Skaalvik (2009) find that a lack of good relations between parents and teachers in middle school, or disrespect from parents towards teachers, can lead to teacher work fatigue. Pramanik et al. (2023) highlighted that teachers' perceptions of barriers to parental involvement have a significant role in the well-being of Kindergarten teachers, meaning that if teachers perceive barriers to parental involvement, teacher well-being is affected. Concerning family support, Hellfeldt et al. (2020) find that higher family support leads to higher positive emotions among teachers. Wong et al. (2022) find that informational and emotional support from family helps enhance happiness when early childhood educators face challenges at work.

Regarding colleague support, Ke et al. (2010) find that teachers with colleague support experience lower levels of work fatigue. Mischel and Kitsantas (2020) observe that higher colleague support correlates with better positive emotional responses. Concerning supervisor support, Chen et al. (2020) find that supervisor emotional support enhances happiness. Capp et al. (2021) find that higher support from immediate supervisors reduces perceived role stress among teachers. As far as social support is concerned, Wang and Chen (2014) find that social support has a positive impact on an individual's physical and mental health. When teachers have more social support, their physical and mental well-being improves, leading to increased personal happiness. Through emotional support, messages, or practical assistance to cope with

the impacts of life and work, work fatigue is likely to be lower. Yang (2016) concludes that student support aids in emotional management for teachers, resulting in positive emotional adjustment and improved classroom management effectiveness. Forster et al. (2020) find a significant positive correlation between teacher social support and happiness. This implies that when teachers receive more social support to alleviate personal stress, they can face challenges with a more positive and proactive attitude, thus enhancing their happiness. Additionally, Motsabi et al. (2020) discovered that as the level of social support among teachers increases, feelings of work fatigue decrease. Dickinson et al. (2023) find that when special education teachers receive higher levels of social support, their work-related stress tends to decrease, reducing the likelihood of developing work fatigue.

Work Fatigue

Johnston et al. (2019) proposed five stages of work fatigue for the helping and service professions, outlining the process of disillusionment with ideals. (1) Enthusiasm refers to the individual's high expectations and full energy when starting a new job, but it may overlook the gap between expectations and reality, leading to excessive energy depletion. (2). Stagnation: When an individual realizes that the job does not meet their expectations, they slow down, no longer seeing work as their whole life, leading to stagnation. (3). Frustration: The individual begins to doubt the value of their job and abilities, developing a sense of tiredness and adverse reactions to the job. (4). Apathy: The individual reduces their job involvement when facing frustration, avoids new challenges or tasks, but is reluctant to leave the job, seeking only to stabilize their position. (5). Intervention: This stage can occur at any of the above stages to prevent Work Fatigue from happening. Interventions include resignation, changing job content, and rebuilding interpersonal relationships. If intervention strategies do not work effectively, the individual will become disillusioned with their expectations and ideals, ultimately leading to Work Fatigue.

Yeh (2017) found that the higher the social support teachers receive, the less work fatigue they experience. Additionally, Amzat et al. (2021) conducted a study on junior high school teachers and discovered a significant positive correlation between teachers' social support and their sense of well-being. This implies that the more social support teachers receive, which helps alleviate personal stress, the more likely they are to approach difficulties positively and proactively, thereby enhancing their sense of happiness.

RESEARCH METHODOLOGY

The target population of this study is the teachers working in these 6 vocational-technical colleges, namely, Wuxi Vocational Technical College, Zibo Vocational College, Guangdong Light Industry Vocational Technical College, Jinhua Vocational and Technical College, Yellow River Water Conservancy

Vocational Technical College, and Shenzhen Information Vocational Technical College. The number of students in these 6 colleges is equal to 59,400 persons, that is, 12,000, 8,500, 10,200, 9,800, 7,400, and 11,500 persons for the first, the second, the third, the fourth, the fifth, and the sixth school, respectively. (School official website, July 2024). Based on the assumption that the number of teachers is related to the number of students. Therefore, the total number of students can be used as the total population in this study. According to Yamane (1967), under the confidence level of 95%, if the population is 59,400 units, the sample size will be 400 units. However, to make it more convenient and precise, 420 samples or 70 samples per college are decided. Based on advanced statistical procedures, the data analysis of this study is divided into two categories: descriptive statistics and inferential statistics. Descriptive Statistics presented in this chapter include the absolute frequency, the percentage frequency, the arithmetic mean, and the standard deviation. For Inferential Statistics, Independent Samples t-test, One-way ANOVA, and Multiple Linear Regression Analysis are applied.

RESEARCH FINDINGS

Descriptive Statistics

Demographic Factors

Table 1: The Frequency and Percent Frequency Classified by Demographic Factor

1. Gender:	**Frequency**	**Percent**
Male	287	68.33
Female	133	31.67
2. Marital Status:		
Single	130	30.95
Married	165	39.29
Divorce	125	29.76
3. Age:		
Not more than 20 years old	25	5.95
21-30 years old	26	6.19
31- 40 years old	236	56.19
Above 40 years old	133	31.67
4. Working Experiences		
5 years or less	129	30.71
6-10 years	160	38.10
11-15 years	89	21.19
16-20 years	42	10.00
5. Current Position		
Mentor	4	0.95
Full-time teacher	39	9.29
Department head	110	26.19
Principal	245	58.33

Headmaster	22	5.24
6. Main Subjects		
Chinese Language	5	1.19
Mathematics	7	1.67
Natural Sciences	134	31.90
Social Studies	74	17.62
Technology	45	10.71
Health and Physical Education	53	12.62
Arts	56	13.33
Integrated Activities	46	10.95
Total	420	100.00

Based on the demographic analysis presented in Table 1, the study sample consists of 420 participants, with a majority being male (68.33%) and a smaller proportion being female (31.67%). In terms of marital status, the highest percentage of participants are married (39.29%), followed by single (30.95%) and divorced individuals (29.76%). The age distribution indicates that the majority of participants are between 31-40 years old (56.19%), followed by those above 40 years old (31.67%), 21-30 years old (6.19%), and smaller groups not more than 20 years old (5.95%). Regarding teaching experiences, most participants have 6-10 years of experience (38.10%), followed by 5 years or less (30.71%), 11-15 years (21.19%), and 16-20 years (10.00%). The distribution of current positions shows that a significant number of participants are principals (58.33%), followed by department heads (26.19%), full-time teachers (9.29%), headmasters (5.24%), and mentors (0.95%). The main teaching subjects are predominantly Natural Sciences (31.90%), followed by Social Studies (17.62%), Arts (13.33%), Health and Physical Education (12.62%), Technology (10.71%), Integrated Activities (10.95%), Mathematics (1.67%), and Chinese Language (1.19%).

Emotional Labor

Table 2: The Descriptive Statistics of Emotional Labor

Classification	N	Mean	Standard Deviation	Meaning	RANK
Surface Acting	420	3.7233	0.7187	Agree	1
Deep Acting	420	3.6262	0.7543	Agree	2
Overall	420	3.6748	0.5196	Agree	

Table 2 shows that Surface Acting has a mean of 3.723 and a standard deviation of 0.7187, ranking 1st with an agree level, while Deep Acting has a mean of 3.6262 and a standard deviation of 0.7543, ranking 2nd with an agree level. The overall Emotional Labor score has a mean of 3.6748 and a standard deviation of 0.5196, indicating a general agree level.

Self-resilience

Table 3: The Descriptive Statistics of Self-resilience

Classification	N	Mean	Standard Deviation	Meaning	RANK
Recovery Orientation	420	3.2310	0.9740	Neutral	2
Exploration Orientation	420	3.4327	0.5843	Neutral	1
Overall	420	3.3319	0.5830	Neutral	

It is evident from Table 3 that Exploration Orientation has a mean of 3.4327 and a standard deviation of 0.5843, ranking 1st with a neutral level, while Recovery Orientation has a mean of 3.2310 and a standard deviation of 0.9740, ranking 2nd with a neutral level. The overall Self-resilience score has a mean of 3.3319 and a standard deviation of 0.5830, indicating a neutral level.

Social Support

Table 4: The Descriptive Statistics of Social Support

Classification	N	Mean	Standard DEviation	Meaning	RANK
Direct Effect	420	3.4793	0.5352	Neutral	1
Buffering Effect	420	3.0795	0.6274	Neutral	2
Overall	420	3.2794	0.4397	Neutral	

With respect to Table 4, it can be seen that the Direct Effect has a mean of 3.4793 and a standard deviation of 0.5352, ranking 1st with a neutral level. In contrast, the Buffering Effect has a mean of 3.0795 and a standard deviation of 0.6274, ranking 2nd with a neutral level. The overall Social Support Scale has a mean of 3.2794 and a standard deviation of 0.4397, indicating a neutral level.

Work Fatigue

Table 5: The Descriptive Statistics of Work Fatigue

Classification	N	Mean	Standard Deviation	Meaning	RANK
Physical Work Fatigue	420	3.4003	.5289	Neutral	2
Emotional Work Fatigue	420	3.1929	.5905	Neutral	3
Mental Work Fatigue	420	3.4282	.4710	Neutral	1
Work Fatigue	420	3.3394	.3445	Neutral	

Table 5 reveals Mental Work Fatigue with a mean of 3.4282 and a standard deviation of 0.4710, ranking 1st with a neutral level. Physical Work Fatigue, with a mean of 3.4003 and a standard deviation of 0.5289, ranks 2nd with a neutral level. Emotional Work Fatigue, with a mean of 3.1929 and a standard

deviation of 0.5905, ranks 3rd with a neutral level. The overall Social Support Scale has a mean of 3.3394 and a standard deviation of 0.3445, indicating a neutral level.

Inferential Statistics

Differences in Demographic Factors Generate Differences in Work Fatigue

Differences in Gender Generate Differences in Work Fatigue

$H_0 : \mu_1 = \mu_2$
$H_a : \mu_1 \neq \mu_2$

Table 6: The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Work Fatigue	Male	287	3.3391	0.35189	-.029	.977
	Female	133	3.3402	0.32932		

Table 6 shows the Independent Samples t-test results for the gender factor. After analyzing 287 males and 133 females, it was found that the mean scores of Work Fatigue for males and females were 3.3391 and 3.3402, respectively, with standard deviations of 0.35189 and 0.32932. The t-value was -.029, and the p-value was 0.977, indicating that the difference in Work Fatigue between genders is insignificant.

2.1.2 Differences in Marital Status, Age, Teaching Experiences, Grade, and Main Teaching Subjects generate Differences in Work Fatigue

$H_0 : \mu_i = \mu_j$
$H_a: \mu_i \neq \mu_j$ at last one Pair where $i \neq j$.

Table 7: The One-Way ANOVA of Marital Status, Age, Teaching Experiences, Grade, and Main Teaching Subjects

Work Fatigue		Sum of Squares	Df	Mean Square	F	Sig.
Marital Status	Between Groups	0.303	2	0.151	1.277	0.280
	Within Groups	49.427	417	0.119		
	Total	49.729	419			
Age	Between Groups	0.802	3	0.267	2.274	0.079
	Within Groups	48.927	416	0.118		
	Total	49.729	419			
Teaching Experiences	Between Groups	0.212	3	0.071	0.592	0.620
	Within Groups	49.518	416	0.119		
	Total	49.729	419			
Grade	Between Groups	0.276	4	0.069	0.579	0.678
	Within Groups	49.454	415	0.119		
	Total	49.729	419			
	Between Groups	4.450	7	0.636	5.784	0.000*
	Within Groups	45.280	412	0.110		

Main Teaching Subjects	Total	49.729	419

The study results in Table 7 indicate that differences in Marital Status, Age, Teaching Experiences, and Grade generate no differences in Work Fatigue among vocational school teachers. In contrast, only differences in Main Teaching Subjects generate differences in Work Fatigue.

2.2 Emotional Labor Influence on Work Fatigue

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i=1, 2)

Multiple Linear Regression Analysis is applied to this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y = Work Fatigue

X_1 = Surface Acting

X_2 = Deep Acting

ε = Error term

The results obtained from the Multiple Linear Regression Analysis are presented in terms of predicted value of Y () shown in Equation (1) and Table 8.

$$\hat{Y} = 2.359 + 0.230X_1 + 0.034X_2 \text{……..(1)}$$

(0.000) (0.000) (0.082)

Adjusted $R^2 = 0.232$

Table 8: The Multiple Linear Regression Analysis of Emotional Labor

Model		Coefficient			t-value	p-value
		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std. Error			
1	Constant	2.359	0.106		22.350	0.000*
	X_1 =Surface Acting	0.230	0.021	0.480	11.202	0.000*
	X_2 =Deep Acting	0.034	0.020	0.075	1.746	0.082

Dependent Variable： Work Fatigue

It is evident from Table 8 that Surface Acting with a Standardized Beta coefficient of about 0.480 is more important than Deep Acting with a Standardized Beta coefficient of about 0.075. The Adjust R^2 of this Multiple Linear Regression is approximately .232, meaning that one unit change of these 2 factors, namely, Surface Acting and Deep Acting, will cause the Work Fatigue change in the same direction about .232 unit.

Self-resilience Influence on Work Fatigue

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i=1, 2)

The Multiple Linear Regression Analysis is applied in this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y = Work Fatigue

X_1 = Recovery Orientation

X_2 = Exploration Orientation
ε = Error term

The results obtained from the Multiple Linear Regression Analysis are presented in terms of predicted value of Y () shown in Equation (2) and Table 9.

$$\hat{Y} = 1.658 + 0.148X_1 + 0.350X_2 \quad \text{.....(2)}$$
(0.000) (0.000) (0.000)
Adjusted $R^2 = 0.557$

Table 9: The Multiple Linear Regression Analysis of Self-resilience

Model		Coefficient			t-value	p-value
		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std. Error			
1	Constant	1.658	0.075		22.229	0.000*
	X_1 =Recovery Orientation	0.148	0.012	0.419	12.853	0.000*
	X_2 = Exploration Orientation	0.350	0.019	0.594	18.224	0.000*
Dependent Variable： Work Fatigue						

The regression analysis in Equation (2) and Table 9 demonstrate that both Recovery Orientation and Exploration Orientation significantly and positively impact Work Fatigue, with p-values of 0.000 for both variables, indicating strong statistical significance. The adjusted R^2 value of 0.557 suggests that these two factors explain approximately 55.70% of the variance in Work Fatigue. Among them, Exploration Orientation has a larger effect with a Standardized Coefficient (Beta) of 0.594, compared to Recovery Orientation, which has a Beta of 0.419.

Social Support Influence on Work Fatigue

H_0: $\beta_i = 0$
H_a: $\beta_i \neq 0$ (i=1, 2)

The Multiple Linear Regression Analysis is applied in this study.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \varepsilon$$

Where Y = Work Fatigue
X_1 = Direct Effect
X_2 = Buffering Effect
ε = Error term

The results obtained from the Multiple Linear Regression Analysis are presented in terms of predicted value of Y () shown in Equation (3) and Table 10.

$$\hat{Y} = 1.317 + 0.417X_1 + 0.186X_2 \quad \text{.....(3)}$$
(0.000) (0.000) (0.000)
Adjusted $R^2 = 0.593$

Table 10: The Multiple Linear Regression Analysis of Social Support

Model	Coefficient			t-value	p-value
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std.Error			

1	Constant	1.317	0.083		15.886	0.000*
	X_1 = Direct Effect	0.417	0.020	0.648	20.601	0.000*
	X_2 =Buffering Effect	0.186	0.017	0.338	10.739	0.000*

Dependent Variable: Work Fatigue

The multiple linear regression analysis in Equation (3) and Table 10 reveals that both the Direct Effect and Buffering Effect of Social Support significantly influence Work Fatigue, with p-values of 0.000. The adjusted R^2 value of 0.593 suggests that these two factors explain 59.30% of the variance in Work Fatigue. The Direct Effect has a larger influence, as indicated by a standardized coefficient (Beta) of 0.648, compared to the Buffering Effect, which has a Beta of 0.338. While both effects are important, the Direct Effect of Social Support plays a more substantial role in mitigating Work Fatigue.

Emotional Labor, Self-resilience, and Social Support Influence on Work Fatigue

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i=1, 2, 3)

Multiple Linear Regression Analysis is applied to this study.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y = Work Fatigue

X_1 = Emotional Labor

X_2 = Self-resilience

X_3 = Social Support

ε = Error

The results obtained from the Multiple Linear Regression Analysis are presented in terms of predicted value of Y () shown in Equation (4) and Table 11.

$$\hat{Y} = 0.873 + 0.189X_1 + 0.182X_2 + 0.356X_3 \text{……..……..(4)}$$
$$(0.000)\ (0.000)\quad (0.000)\quad (0.000)$$

Adjusted $R^2 = 0.650$

Table 11: The Multiple Linear Regression Analysis of Emotional Labor, Self-resilience, and Social Support

Model		**Coefficient**			**t-value**	**p-value**
		Unstandardized Coefficients		Standardized Coefficients Beta		
		B	Std.Error			
1	Constant	0.873	0.097		9.042	0.000*
	X_1=Emotional Labor	0.189	0.019	0.285	9.760	0.000*
	X_2=Self-resilience	0.182	0.027	0.308	6.826	0.000*
	X_3=Social Support	0.356	0.035	0.454	10.059	0.000*

Dependent Variable: Work Fatigue

The multiple linear regression analysis in Equation (4) and Table 11 indicate that Emotional Labor, Self-reliance, and Social Support significantly influence Work Fatigue, with p-values of 0.000 for each variable, demonstrating strong statistical significance. The adjusted R^2 value of 0.650 suggests that these three factors explain 65.00% of the variance in Work Fatigue. Among them, Social support has the largest impact, with a standardized coefficient (Beta) of 0.454, followed by Self-resilience (Beta = 0.308) and

Emotional Labor (Beta = 0.285). This implies that while all three factors are important, Social Support is crucial in affecting Work Fatigue.

CONCLUSION AND DISCUSSION

Most of the respondents are males with married status between 31 and 40 years old. They are primarily principals with 6-10 years of teaching experience in natural sciences. For hypothesis testing, the results obtained from the study indicate that differences in Gender, Marital Status, Age, Teaching Experiences, and Current Position generate no differences in Work Fatigue. In contrast, only differences in Main Teaching Subjects generate differences in Work Fatigue. Moreover, Emotional Labor, Self-resilience, and Social Support influence Work Fatigue significantly.

As far as the Multiple Regression is concerned, Emotional Labor is found to influence Work Fatigue. This finding is consistent with Lee and Madera (2019), who found that the stronger the emotional labor exerted by preschool teachers, the more intense their feelings of work fatigue are. Also, it is consistent with Kariou et al. (2021), who found a positive correlation between emotional labor and work fatigue. However, this finding is inconsistent with Liu et al. (2016), who found a negative correlation between emotional labor and Work Fatigue. This is because of the nature of public service systems. The diverse emotions of employees can be effectively managed through education and training. Therefore, an increase in emotional labor does not necessarily lead to an increase in Work Fatigue.

Self-resilience has been found to influence work fatigue significantly.
This finding is consistent with Jurgens and Helsloot (2018), who discovered a positive correlation between Self-resilience ability and happiness among training college teachers. Having happiness enables individuals to face life's challenges positively, maintain optimistic emotions, adjust to feelings of powerlessness at work appropriately, and alleviate Work Fatigue. Pradhan and Kumar (2021) find that the higher the Self-resilience ability, the less severe the feelings of Work Fatigue among elementary school teachers. Furthermore, Yeganehpour (2023) indicates that higher levels of Self-resilience ability among training college teachers correspond to higher teaching efficacy. By enhancing teaching efficacy through self-resilience, teachers can further reduce feelings of fatigue and powerlessness, thus lowering work fatigue.

Social Support is found to influence Work Fatigue significantly.
This finding is consistent with Skaalvik and Skaalvik (2009), who found that a lack of good relations between parents and teachers in middle school, or teacher disrespect towards teachers, can lead to teacher work fatigue. Pramanik et al. (2023) highlighted that teachers' perceptions of barriers to parental involvement have a significant role in the well-being of kindergarten teachers, meaning that if teachers perceive barriers to parental involvement, teacher well-being is affected. Concerning family support,

Hellfeldt et al. (2020) find that higher family support leads to higher positive emotions among teachers. Wong et al. (2022) find that informational and emotional support from family helps enhance happiness when early childhood educators face challenges at work. Regarding colleague support, Ke et al. (2010) find that teachers with colleague support experience lower levels of work fatigue. Mischel and Kitsantas (2020) observe that higher colleague support correlates with better positive emotional responses.

With regard to supervisor support, Chen et al. (2020) find that supervisor emotional support enhances happiness. Capp et al. (2021) find that higher support from immediate supervisors reduces perceived role stress among teachers. As far as social support is concerned, Wang and Chen (2014) find that social support has a positive impact on an individual's physical and mental health. When teachers have more social support, their physical and mental well-being improves, leading to increased personal happiness. Through emotional support, messages, or practical assistance to cope with the impacts of life and work, work fatigue is likely to be lower. Yang (2016) concludes that student support aids in emotional management for teachers, resulting in positive emotional adjustment and improved classroom management effectiveness. Forster et al. (2020) find a significant positive correlation between teacher social support and happiness. This implies that when teachers receive more social support to alleviate personal stress, they can face challenges with a more positive and proactive attitude, thus enhancing their happiness.

Additionally, Motsabi et al. (2020) discovered that as the level of social support among teachers increases, feelings of work fatigue decrease. Dickinson et al. (2023) find that when special education teachers receive higher levels of social support, their work-related stress tends to decrease, reducing the likelihood of developing work fatigue. Forster et al. (2020) find that strong social networks can significantly reduce the impact of stress and fatigue.

In summary, regarding emotional labor influence, the findings suggest that individuals better at regulating their learning processes, setting personal goals, and adapting their learning strategies based on feedback tend to be more effective in autonomous learning environments. Therefore, organizations and educational institutions should focus on developing and supporting Emotional Labor skills to improve the overall effectiveness of autonomous learning, ultimately contributing to enhanced personal and professional development. Concerning Self-resilience, the findings underscore the importance of considering specific self-resilience orientations in developing targeted interventions to manage Work Fatigue effectively. Regarding Social Support, the findings suggest that while social support is crucial, its different facets must be managed carefully to mitigate burnout effectively.

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