



Factors influencing well-being of special education teachers in Ho Chi Minh City, Vietnam

Hung Duy Le^{1*}

Mai-Lan Nguyen-Thi²

Thuy-Minh Tran-Thi³

Hai Xuan Cao⁴

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¹University of Education Ho Chi Minh City, Ho Chi Minh City, Viet Nam

²Institute of Psychology, Hanoi, Vietnam

³De Men travel one member company limited, Ho Chi Minh City, Vietnam

⁴University Hong Duc, Thanh Hoa Province, Viet Nam



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Hung Duy Le^{1,*}, Mai-Lan Nguyen-Thi², Thuy-Minh Tran-Thi³, Hai Xuan Cao⁴

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⁴University Hong Duc, Thanh Hoa Province, Viet Nam

ABSTRACT

Increasing numbers of special education teachers are leaving jobs across different cultures and countries, which leads to teachers' well-being has gotten more attention over the past decades. This study aims to investigate the levels of well-being and explore the factors influencing well-being in special education teachers in Vietnam. Special education teachers (N = 81) from three special education schools and a special education Centre in Vietnam were involved in the current study. Descriptive analysis, Pearson correlation, and multiple linear regression were used to examine the levels of well-being and determine whether life satisfaction, job satisfaction, self-compassion, and salary and benefits influencing the well-being levels among teachers. The results show a positive correlation between well-being and job satisfaction, life satisfaction, self-compassion, and salary and benefits. Additionally, multiple regression analysis reveals that life satisfaction, self-compassion, and salary and benefits influence well-being levels positively, meaning that teachers with increased life satisfaction, self-compassion, and salary and benefits have higher levels of well-being. The present findings contribute to the general discussion about the nature of well-being and the influential factors in teachers' well-being. It is highly suggested that organizations/schools provide appropriate policies and increase the special education teachers' well-being in Ho Chi Minh City, Vietnam.

Keywords: well-being, job satisfaction, life satisfaction, self-compassion, salary and benefits, special education teachers

INTRODUCTION

Many aspects of society, including the education system, have changed dramatically in recent years, putting new challenges and demands on teachers. The roles and responsibilities of teachers and their teaching activities have become increasingly complicated, especially, special education teachers. In teaching, special education teachers encounter professional pressure (Major, 2012; Shyman, 2011). They work with a group of students who have learning, emotional, physical, and mental disabilities and require individualized attention daily. Teachers were required to develop individualized education plans and cope with student issues based on each student's differences (Conley & You, 2017). Special education teachers were reported to have a higher rate of leaving the field of education than general education teachers (Fu, Pan, Zhang, & Cheng, 2020; Williams & Dikes, 2015). As a result, special education teachers' mental health has gotten much attention, particularly in terms of their well-being, in recent years (Fu et al., 2020; Kim & Lim, 2016; Wu, Wang, Gao, & Wei, 2020).

Well-being is a multidimensional concept that comprises cognitive, affective, physical, and mental components (Benevene, De Stasio, & Fiorilli, 2020). Keyes (2002) defined subjective well-being as people's perceptions and assessments of their lives in terms of their affective states, and psychological and social functioning. Subjective well-being was defined as individual well-being levels based on their subjective assessments of their lives. These assessments could be positive or negative, including feelings and judgments about life satisfaction, work satisfaction, relationships, health satisfaction, and other essential domains (Ed Diener & Ryan, 2009; Maddux, 2018; White & Pettit, 2007). According to Maddux (2018), subjective well-being is a psychological construct related to how they think and feel about what they have and what has happened. Subjective well-being refers to individuals' subjective evaluations of their satisfaction with their lives and jobs. Teachers who lack a feeling of well-being lose motivation, are dissatisfied with their education and leave the profession (Huberman, 1993). Many previous studies showed factors affecting well-being such as working hours and salary (Ryu, 2016; Wu et al., 2020); social support (Wu et al., 2020); life satisfaction (Lin, Lin, & Wu, 2010); and job satisfaction (Calaguas, 2017; Cannas, Sergi, Sironi, & Mentel, 2019).

Life satisfaction and well-being

Edward Diener, Lucas, and Oishi (2002) defined life satisfaction as an individual's cognitive and affective assessments of their life. Life satisfaction reflects people's cognitive appraisal of their lives, a key indicator of subjective well-being (Erdogan, Bauer, Truxillo, & Mansfield, 2012). Life satisfaction is an individual perspective on life, such as family life and educational experiences, reflecting the balance between individuals' wishes and the present state (Nemati & Maralani, 2016). A previous study found that life satisfaction was a significant predictor of subjective well-being (Lin et al., 2010).

Job satisfaction and well-being

Teachers' job satisfaction was one of the significant factors affecting their well-being. Teachers' job satisfaction would promote their teaching and learning in educational organizations. When satisfied with their job, they will express pleasurable positive attitudes (Muguongo, Muguna, & Muriithi, 2015). Job satisfaction is a positive or pleasurable state resulting from people's judgment of their job experiences (Akhtar, 2010; Demirtas, 2010). The relationships between job satisfaction and well-being in teachers have been thoroughly studied and well documented. One study showed that job satisfaction was one of the significant predictors of an individual's subjective well-being as a positive coefficient (Cannas et al., 2019). A sample of 251 teachers in the Philippines found a significantly positive correlation between job satisfaction and well-being. Teachers' job satisfaction was a predictor of their well-being (Calaguas, 2017). A meta-analysis of Bowling, Eschleman, and Wang (2010) indicated that job satisfaction was positively related to subjective well-being.

Self-compassion and well being

Self-compassion is a positive attitude against the negative effects of self-judgment, rumination, and isolation. Self-compassion involves three components: (i) self-kindness, (ii) common humanity, and (iii) mindfulness (Neff, 2003). Self-compassion is defined as being extended toward oneself when facing mistakes, failures, and personal inadequacies (Neff, 2011). Self-compassion is described as an individual's sensitivity to other people's suffering and awareness of other people's grief without judgment (Deniz, Kesici, & Sümer, 2008). Furthermore, self-compassion involves treating oneself with kindness and being aware of one's negative aspects. When individuals were confronted with negative life events, those who had high levels of self-compassion were less likely to experience more negative emotions (Neff & Vonk, 2009). Accordingly, Neff and Costigan (2014) conceptualized self-compassion as embracing pain with kindness and goodwill rather than avoiding it. Thus, self-compassion fosters a sense of well-being that is embedded in the experience of being fully human. Self-compassion is related to well-being (Barnard & Curry, 2011), and individuals who have high levels of self-compassion are more likely to experience higher well-being (Zessin, Dickhäuser, & Garbade, 2015).

Salary & benefits and well-being

Salary is an episodic compensation paid to employees that are entirely stated in the employment contract (Chaudhry, Sabir, Rafi, & Kalyar, 2011). Salary is seen as a significant reward to motivate employees and their behaviours toward the employer's objectives (Oshagbemi, 2000). Salary and benefits increased the employees' productivity and job satisfaction (Iqbal, Guohao, & Akhtar, 2017) and correlated with subjective well-being (Chen, Hsieh, Hu, & Lai, 2017). While benefits typically refer to health life insurance, disability insurance, retirement plans, vacation, and so on (Odunlade, 2012). Besides, benefits are indirect financial and non-financial payments that employees receive because of their employment with the organization (Kadir, AlHosani, & Fadillah Ismail, 2019). Feraro-Banta and Shaikh (2017) reported that low benefits would lead to low satisfaction increasing employee absenteeism. Low teacher salary was among the most negative factors that lead to teacher dissatisfaction (Akiba, Chiu, Shimizu, & Liang, 2012; Stockard & Lehman, 2004); affected teachers' motivation (Davidson, 2007). There is strong evidence that salary is related to well-being. Cummins (2000) reported that a higher income is positively associated with subjective well-being. Moreover, another study found that a higher salary was significantly and positively associated with employees' well-being (Ryu, 2016). Hence, salary and benefits should be considered as significant factors influencing special education teachers' well-being levels. Teachers will be well-being and satisfied with their job if their salary and benefits are commensurate with their performance.

Teaching is a demanding, difficult job exposed to stress, burnout, and a high attrition rate. Tran-Chi et al. (2019) found that personal distress negatively predicted psychological well-being. Several studies have been conducted over the past years that have focused on negative indicators of teacher functioning. Recently, because of the significant increase in job quitting among teachers, teacher's well-being has attracted greater attention. Specifically, special education teachers were required to develop individualized education plans and deal with student issues based on each student's differences. However, there has been little scientific research on teachers' well-being, especially regarding special education teachers' well-being in Ho Chi Minh City, Vietnam. Our research analyzes the levels of teachers' well-being, investigates the association between well-being and job satisfaction, life satisfaction, self-compassion, and salary and benefits (dependent variables), and determines

whether these dependent variables influence teachers' well-being. The research starts by reviewing the literature on the factors influencing teachers' well-being. A research methodology is presented in the second section. In the following sections, the research results and discussion are introduced. The paper's concluding section focuses on some of the study's essential perspectives and implications.

METHODS

Hypotheses

H₀₁: Life satisfaction would significantly influence well-being levels in special education teachers.

H₀₂: Job satisfaction would significantly influence well-being levels in special education teachers.

H₀₃: Self-compassion would significantly influence well-being levels in special education teachers.

H₀₄: Salary and benefits would significantly influence the well-being levels of special education teachers.

Participants

Participants were recruited voluntarily from three special education schools and a special education centre in Ho Chi Minh City, Vietnam. A total of 81 respondents participated in this study, all of which were returned. The sample consisted of 3 males (3.7%) and 78 females (96.3%). An overview of survey participants is shown in Table 1.

Table 1. An overview of survey participants (N = 81)

Variable	Category	Frequency (%)
School/Center	Binh Minh	38 (46.2)
	Tuong Lai	8 (9.8)
	Tung Buoc Nho	19 (25)
	Dan Chau	16 (19)
Gender	Male	3 (3.7)
	Female	78 (96.3)
Age	Under 30	50 (61.7)
	30 – 40	26 (32.1)
	Above 40	5 (6.2)
Marital Status	Single	54 (66.7)
	Married	27 (33.3)
Religion	Catholic	25 (30.9)
	Buddha	21 (25.9)
	Others	35 (43.2)
Education level	College	56 (69.1)
	University	25 (30.9)
	Others	0
Working years	Under 3	25 (30.9)
	3 - 5	24 (29.6)
	Above 5	32 (39.5)
Monthly Salary	Under 5 million VND	11 (13.6)
	5 – 10 million VND	51 (63.0)
	Above 10 million VND	19 (23.5)

Procedures

Informed consent was provided to all participants after receiving an explanation of the purpose of the research, and participation was completely voluntary. The data collection occurred from September 2020 to April 2021. The participants were asked to provide demographic profile forms for the questionnaires, including gender, school/Centre, age, marital status, religion, education level, working years, and monthly salary.

Measurement

The 14-item Mental Health Continuum-Short Form (MHC-SF) scale represents three dimensions of well-being including (i) emotional well-being – 3 items (e.g., “How often did you feel satisfied with life?”); (ii) psychological well-being – 6 items (e.g., “How often did you feel good at managing the responsibilities of your daily life?”); (iii) social well-being – 5 items (e.g., “How often did you feel that you belonged to a community?”). Participants were asked to express how they had been feeling during the past month. Each item was rated on a 6-point Likert scale ranging from one to six (1 = never to 6 = every day).

The author designed four scales to investigate the factors that influence well-being levels in special education teachers. The 8-item life satisfaction scale evaluates the life satisfaction levels of an individual with a Cronbach

alpha coefficient of 0.776. The 11-item job satisfaction scale evaluates the job satisfaction levels of an individual with a Cronbach alpha coefficient of 0.750. The 8-item self-compassion scale examines a person's concern for others and their response to others' suffering with a Cronbach alpha coefficient of 0.806. The 8-item Salary and Benefits scale investigates employee satisfaction, and the importance of salary and benefits with a Cronbach alpha coefficient of 0.804. Each item is rated on a 5-point Likert scale ranging from one to five (1 = "strongly disagree", 2 = "disagree", 3 = "neutral", 4 = "agree", 5 = "strongly agree").

RESULTS

The mean scores of MHC-SF in special education teachers are presented in Fig. 1. The mean score on MHC-SF scale was $M = 4.54$, $SD = 0.89$. Meanwhile, the mean scores on three subscales of MHC-SF scale range from the highest to the lowest as below: psychological well-being ($M = 4.67$, $SD = 0.89$), emotional well-being with ($M = 4.55$, $SD = 0.99$), and social well-being ($M = 4.39$, $SD = 1.02$).

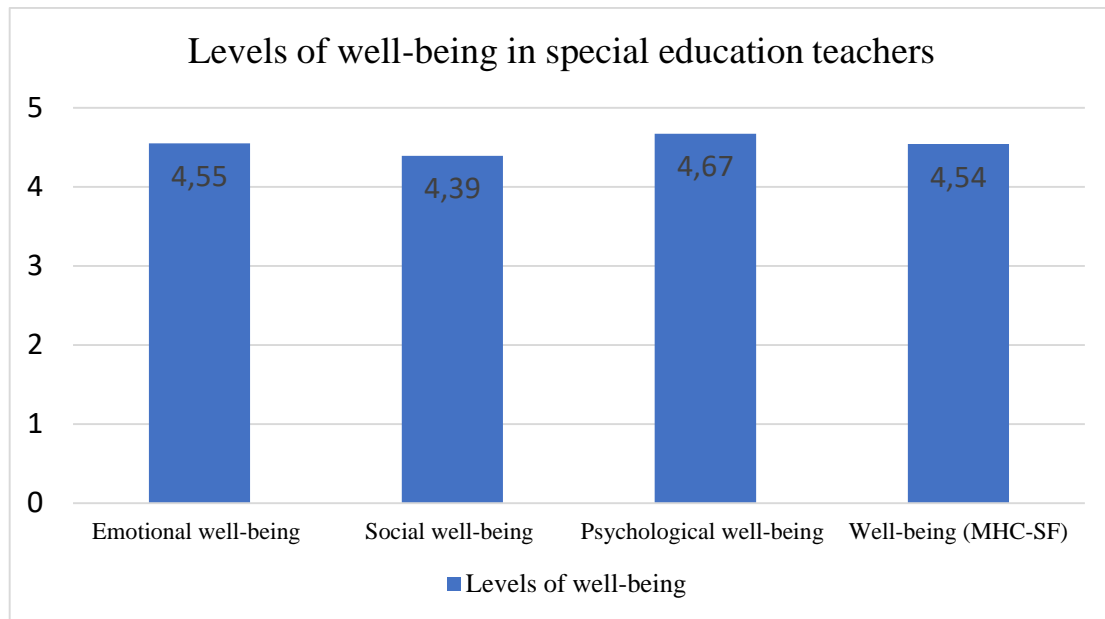


Fig.1 Levels of well-being in special education teachers

The mean and standard deviation on three dimensions of well-being involves emotional well-being, social well-being, and psychological well-being, as in Table 2.

Table 2. Means and standard deviations of three dimensions of well-being

	Items	M	SD
Emotional Well-being	I felt happy	4.35	0.95
	I felt interested in life	4.69	1.16
	I felt satisfied with life	4.62	1.28
	Total	4.55	0.99
Social Well-being	I felt that I had something important to contribute to society	4.59	1.33
	I felt that I belonged to a community (like a social group, school, neighborhood, etc.)	4.46	1.31
	I felt that our society is a good place, or is becoming a better place, for all people	4.21	1.37
	I felt that people are basically good	4.33	1.25
	I felt that the way our society works made sense to me	4.36	1.24
	Total	4.39	1.02
Psychological Well-being	I felt that I liked most parts of my personality	4.65	1.03
	I feel good at managing the responsibilities of my daily life	4.65	0.95
	I felt that I had warm and trusting relationships with others	4.73	1.06

	I felt that I had experiences that challenged me to grow and become a better person	4.75	1.12
	I felt confident in thinking or expressing my ideas and opinions	4.52	1.20
	I felt that my life has a sense of direction or meaning to it	4.69	1.30
	Total	4.67	0.89

In emotional well-being subscale showed indicators with mean scores ranging from the highest to the lowest as below: I felt interested in life (M = 4.69, SD = 1.16); I felt satisfied with life (M = 4.62, SD = 1.28); and I felt happy (M = 4.35, SD = 0.95) with the lowest mean score. In social well-being subscale showed indicators with mean scores ranging from the highest to the lowest as below: I felt that I had something important to contribute to society (M = 4.59, SD = 1.33); I felt that I belonged to a community (like a social group, school, neighbourhood, etc.) (M = 4.46, SD = 1.31); I felt that the way our society works made sense to me (M = 4.36, SD = 1.24); I felt that people are basically good (M = 4.33, SD = 1.25); and I felt that our society is a good place, or is becoming a better place, for all people (M = 4.21, SD = 1.37) with the lowest mean score. In psychological well-being showed indicators with mean scores ranging from the highest to the lowest as below: I felt that I had experiences that challenged me to grow and become a better person (M = 4.75, SD = 1.12); I felt that I had warm and trusting relationships with others (M = 4.73, SD = 1.06); I felt that my life has a sense of direction or meaning to it (M = 4.69, SD = 1.30); I felt that I liked most parts of my personality (M = 4.65, SD = 1.03); I feel good at managing the responsibilities of my daily life (M = 4.65, SD = 0.95), and I felt confident to think or express my ideas and opinions (M = 4.52, SD = 1.20) with the lowest mean score.

Table 3. Means and Standard Deviations of life satisfaction in special education teachers

Items	M	SD
I feel satisfied with my current life in general	4.05	0.80
I have good relationships with almost everyone	3.98	0.65
I find meaning in my life	4.15	0.76
I have a purpose in my life	4.10	0.81
I feel satisfied with my physical and mental health	3.84	0.91
I receive sharing and caring from my family and friends	4.27	0.77
The current income can meet my living expenses	3.94	0.91
My life is ideal in general	3.54	0.93
Total	3.98	0.52

The means and standard deviations of life satisfaction in special education teachers are presented in Table 3. The life satisfaction score for the entire sample was M = 3.98, SD = 0.52. The table reveals the top four indicators ranging from the highest to the lowest mean scores as below: I receive sharing and caring from my family and friends (M = 4.27, SD = 0.77); I find meaning in my life (M = 4.15, SD = 0.76); I have a purpose in my life (M = 4.10, SD = 0.81); and I feel satisfied with my current life in general (M = 4.05, SD = 0.80) with the lowest mean score.

Table 4. Means and standard deviations of job satisfaction in special education teachers

Items	M	SD
My present job has meaning in my life	4.49	0.67
I receive support from my supervisors and coworkers	4.06	0.82
My current organization provides fair treatment	3.86	0.97
I have been recognized for my accomplishments	3.99	0.88
My job is compatible with my qualifications and experiences	3.98	0.82
I feel overwhelmed at work	3.19	1.06
My job is enjoyable	4.05	0.72
The organization allows me to learn and develop in my job	4.04	0.82
I have opportunities for promotion in my present job	3.52	0.93
My present work environment is ideal	3.46	0.90
I intend to commit to my current job at this school/centre for a long time	3.56	1.02
Total	3.84	0.65

The means and standard deviations of job satisfaction in special education teachers are presented in Table 4. The job satisfaction score for the entire sample was M = 3.84, SD = 0.65. The table reveals the top four indicators

ranging from the highest to the lowest mean scores as below: my present job has meaning in my life (M = 4.49, SD = 0.67); I receive support from my supervisors and coworkers (M = 4.06, SD = 0.82); my job is enjoyable (M = 4.05, SD = 0.72); and the organization allows me to learn and develop in my job (M = 4.04, SD = 0.82) with the lowest mean score.

Table 5. Means and standard deviations of self-compassion in special education teachers

Items	M	SD
I sympathize with people who are in difficult situations	4.28	0.72
I am willing to help other people	4.33	0.68
I forgive people who have made mistakes rather than judging them	3.98	0.61
I think that people in difficult situations should be shared and supported	4.28	0.63
I always want to alleviate other people's suffering	4.22	0.74
I am a social and friendly person	4.27	0.67
I respect myself and others	4.27	0.65
I try to think positively in any situation	3.81	0.65
Total	4.18	0.47

The means and standard deviations of self-compassion in special education teachers are presented in Table 5. The self-compassion score for the entire sample was M = 4.18, SD = 0.47. The table reveals the top five indicators ranging from the highest to the lowest mean scores as below: I am willing to help other people (M = 4.33, SD = 0.68); I sympathize with people who are in difficult situations (M = 4.28, SD = 0.72); I think that people in difficult situations should be shared and supported (M = 4.28, SD = 0.63); I am a social and friendly person (M = 4.27, SD = 0.67); and I respect myself and others (M = 4.27, SD = 0.65) with the lowest mean score.

Table 6. Means and standard deviations of salaries and benefits for special education teachers

Items	M	SD
Salaries and benefits are important to me	4.01	0.71
The benefits policy of the organization is reasonable and equitable	3.65	0.82
The benefits policy is fully implemented at my current organization	3.90	0.86
The benefits policy of the school/centre demonstrates their concern for employees	3.91	0.72
My salaries and benefits are commensurate with my contribution	3.65	0.83
I feel satisfied with the salaries and benefits	3.53	0.88
Salaries and benefits are fair and sufficient that encourage me to commit to my current job	3.85	0.76
I am comfortable living and working with my current salaries and benefits	3.53	0.93
Total	3.76	0.61

The means and standard deviations of salaries and benefits for special education teachers are presented in Table 6. The score of salaries and benefits for the entire sample was M = 3.76, SD = 0.61. The table reveals the top three indicators ranging from the highest to the lowest mean scores as below: Salaries and benefits are important to me (M = 4.01, SD = 0.71); the benefits policy of the school/centre demonstrates their concern for employees (M = 3.91, SD = 0.72); and the benefits policy is fully implemented at my current organization (M = 3.90, SD = 0.86) with the lowest mean score.

Table 7. Correlation coefficients for all study variables

Variable	MHC-SF	LS	JS	SC	S&B
MHC-SF	-				
LS	.542**	-			
JS	.487**	.741**	-		
SC	.292**	.698**	.723**	-	
S&B	.425**	.462**	.657**	.492**	-

** . Correlation is significant at the 0.01 level (2 Tailed).

*Note: MHC-SF: Mental Health Continuum-Short Form; LS: Life satisfaction, JS: Job satisfaction, SC: Self-compassion; S&B: Salaries and Benefits

Table 7 shows how well-being correlated with life satisfaction, job satisfaction, self-compassion, and salaries and benefits. Results of Pearson correlation indicated that there were statistically significant and strongly positive correlation between well-being and life satisfaction ($r = .542, p < .01$); moderately positive correlation between well-being and job satisfaction ($r = .487, p < .01$); and salaries and benefits ($r = .425, p < .01$), a weakly positive correlation between well-being and self-compassion ($r = .292, p < .01$).

Multiple linear regression analysis was used to determine the factors influencing well-being among special education teachers. Regression analysis was performed with the following independent variables (life satisfaction; job satisfaction; self-compassion; salaries and benefits) and dependent variable (well-being).

Before examining the multiple linear regression, the preliminary assumptions were conducted. The correlation coefficients were less than 0.8, indicating no multicollinearity between the independent variables (Allison, 1999). The tolerance of every variable was higher than 0.2, and the VIF values for all variables were lower than 2, indicating no multicollinearity between the independent variables in the multiple regression analysis (Akinwande, Dikko, & Samson, 2015; Field, 2016). Additionally, the Durbin-Watson (DW) statistic was used to examine auto-correlation between independent variables, of 2.065, indicating no significant correlations between the residuals (Field, 2009). Therefore, the assumption was satisfied, and the regression analysis was conducted.

Table 8 reveals that the corrected coefficient, Adjusted R^2 was .341, indicating a change in the dependent variable, teacher's well-being, due to a one-unit change in the independent variable.

Table 8. Multiple regression analysis of well-being

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	R ²	Adjusted R ²
	B	Std. Error	Beta					
1 (Constant)	1.259	.790		1.594	.015	11.367	.374	.341
LS	.901	.248	.526	3.640	.000			
JS	.251	.234	.183	1.074	.286			
SC	-.589	.264	-.314	-2.231	.029			
S&B	.315	.176	.216	1.793	.007			

The regression model was statistically significant ($F(4, 76) = 11.367, p < .001, R^2 = .374$). The results showed that life satisfaction ($\beta = .526, p < .01$); self-compassion ($\beta = -.314, p < .05$), and Salaries and Benefits ($\beta = .216, p < .01$) were significant predictors of well-being whereas job satisfaction had nonsignificant effect on well-being. Life satisfaction, self-compassion, and salary and benefits were significant predictors of well-being. Therefore, the results suggest that the first, third, and fourth hypotheses (H_{01}, H_{03}, H_{04}) should be accepted, and the second hypothesis (H_{02}) should be rejected.

DISCUSSION

The objectives of the present study were to (i) analyze the levels of teachers' well-being (ii) investigate the association between well-being and job satisfaction; life satisfaction; self-compassion and salary and benefits; (iii) determine whether job satisfaction; life satisfaction; self-compassion and salary and benefits affect teachers' well-being.

Our study highlighted a few significant findings. First, teachers showed high levels of well-being in the MHC-SF subscales (emotional well-being, social well-being, and psychological well-being) and total MHC-SF Score. The findings reported that the levels of well-being in the psychological well-being subscale had the highest mean score. Second, there was a correlation between well-being and job satisfaction, life satisfaction, self-compassion, and salary and benefits. Third, life satisfaction, self-compassion, and salary and benefits affect teachers' well-being levels.

The present study found a significant and positive correlation between well-being and job satisfaction, life satisfaction, self-compassion and salary and benefits among teachers. These results reflected that those who scored higher on job satisfaction, life satisfaction, self-compassion, and salary and benefits had higher levels of well-being. This finding is consistent with a previous study by Calaguas (2017) that showed a significantly positive correlation between job satisfaction and well-being among teachers. Individuals who are paid highly and receive appropriate benefits have a better sense of well-being. A previous study reported that low salary and benefits would lead to low satisfaction (Akiba et al., 2012; Feraro-Banta & Shaikh, 2017; Stockard & Lehman, 2004). Another finding is that teachers with higher levels of self-compassion have higher levels of well-being. Neff and Vonk (2009) reported that when individuals were confronted with negative life events, those who had high levels of self-compassion were less likely to experience more negative emotions.

The results of the multiple regression analysis revealed that life satisfaction, self-compassion, and salary and benefits influenced teachers' well-being. Neff (2011; Zessin et al., 2015) revealed that self-compassion helps people feel safe and secure. People would have more positive memories instead of experiencing harsh and

negative emotional thoughts about their mistakes and failures. As a result, these may influence the development of well-being. Contrary to Calaguas (2017) findings, we did not find that job satisfaction significantly influenced teachers' well-being.

However, the current study also had some limitations: first, the sample was selected randomly in Ho Chi Minh City, which limits the generalizability of the special education teachers; second, the sample size was relatively small, which may decrease the statistical power of the results, third, only four factors were examined in researching the influences of well-being. Therefore, the greater number of special education teachers should be expanded to other areas in Vietnam for potential study in the future. Moreover, other factors such as working environment, working years, and working conditions could be included in future investigations.

CONCLUSION

Teachers' well-being is related to their retention, and positive relationships with their students and colleagues. Thus, it is essential to determine whether factors affect their well-being. Subjective well-being refers to individuals' subjective evaluations of their satisfaction with their lives, jobs, relationships, and health. This research has several theoretical implications on the issue. First, it provides additional information about levels of well-being among special education teachers. Second, it highlights the effects of life satisfaction, self-compassion, and salary and benefits on teachers' well-being. Individuals with high life satisfaction, self-compassion and salary and benefits have higher teachers' well-being levels. In contrast, job satisfaction has no significant effect on the well-being levels of teachers. Therefore, future research should evaluate the significant effect of life satisfaction, self-compassion, and salary and benefits on well-being. The present findings offer practical insight into how to enhance teachers' well-being. First, school administrators should pay more attention to special education teachers' physical and mental health. Second, administrators and colleagues should support and create a favourable working environment for teachers. Third, compensation and benefits should be fair and adequate to increase job satisfaction and improve their performance. Fourth, schools give teachers the opportunities to learn and develop their knowledge.

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