

Occupational Stress and Coping Strategies among Autism Intervention Teachers in The Digital Era: Evidence from Ho Chi Minh City, Vietnam

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ABSTRACT: The digital transformation of education has established new professional standards which teachers need to fulfill particularly those who work with students who have special requirements. Teachers who work with autism intervention programs face various sources of stress because they spend most of their time with Autism Spectrum Disorder (ASD) children while dealing with demanding parents and multiple work duties and rising dependence on digital tools. The research examines occupational stress levels and their sources and employees' coping mechanisms and their perceptions about stress effects which affect autism intervention teachers in Ho Chi Minh City Vietnam. The research team conducted a cross-sectional survey which involved 100 teachers who worked at autism intervention centers and inclusive educational facilities. The research used a structured questionnaire which contained 174 items to measure stress symptoms and work-related and environmental stress factors and coping techniques and stress outcome effects. The research team used SPSS 26.0 to conduct reliability analysis and descriptive statistics and Pearson correlation analysis. The research findings indicated that participants showed little emotional stress but their physical and mental abilities displayed more evidence of stress than their emotional reactions and behavioral responses. The research results show that child and parent-related factors created the most significant stress while work policy factors and personal-family-social factors and digital technology-related stress followed in order of impact. The research showed that stress levels in general maintained positive relationships with all types of stressors which included digital technology-related stress and personal-family-social stressors at their highest points. Teachers used adaptive coping methods which included cognitive emotional regulation and problem-focused behaviors and technology-based coping strategies but they only rarely used maladaptive coping methods. People who experienced stress believed it caused more harm to their personal health and their general well-being than it did to their work performance. The research data indicates that teachers need organizations to develop complete systems which combine psychological assistance with digital tools for their mental health protection and to maintain successful autism intervention methods through digital technology.

KEYWORDS: Occupational stress; autism intervention teachers; coping strategies; technostress; special education; Vietnam

1. INTRODUCTION

Occupational stress in teachers and special education

Research has established that teacher occupational stress exists as a worldwide problem because it creates negative impacts on teacher mental health and work ability and teaching effectiveness and their ability to maintain their teaching careers. Research shows teaching ranks as one of the most stressful professions because teachers must handle their heavy workload under tight deadlines while performing multiple tasks and dealing with rising performance expectations (Kyriacou, 2001; Travers & Cooper, 1996). The current situation has reached a critical point because educational institutions worldwide need to make urgent system changes while students face increasing pressure to succeed and institutions must achieve better results. Research conducted in the present day shows that teacher stress directly leads to burnout and decreased job satisfaction which results in teachers leaving their positions at higher rates thus endangering the stability and educational quality of schools (Skaalvik & Skaalvik, 2017).

Special education teachers experience the highest risk of occupational stress because they teach in this particular educational setting. Special education teachers need to handle various learning challenges of their students while they perform detailed record-keeping and work with different professional groups and handle increased student emotional requirements. Special education teachers experience higher stress levels and burnout than general education teachers because they need to teach students while also providing emotional support according to studies from the last three years (Benigno et al., 2025). Research investigators today investigate how special education workers experience stress because their personal abilities react with environmental elements which include workplace interactions and funding limitations and insufficient numbers of trained specialists (Bottiani et al., 2019). The research indicates that current teacher stress models which concentrate on work volume and classroom control do not fully understand the complete nature of teacher stress which occurs in special education settings. Research needs to develop new assessment methods which study special education professional stress from multiple perspectives while considering their distinct work environment.

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Autism intervention teachers and child-parent-related stressors

Special education professionals who work with children who have ASD form a specific occupational group which experiences particular types of work-related stress. The teaching methods for autism intervention go past standard classroom teaching because they include personalized therapy-based approaches which include behavior management and functional communication training and ongoing progress assessment. Teachers must stay focused throughout their work while they need to manage their emotions and shift their teaching methods which creates higher mental and psychological requirements. Research shows that teachers who work with children who have ASD experience increased stress levels because they need to handle difficult student behaviors and multiple developmental issues and limited academic advancement (Whitaker, 2000; Robertson et al., 2017).

A central feature of autism intervention work is the intensive collaboration with parents and families. Teachers experience high levels of stress because family involvement stands as a crucial factor which determines the success of autism intervention programs. The parents of children with ASD experience higher parenting stress because their children show intense symptoms and difficult behaviors while they lack proper support from others (Shabbaz et al., 2023). Research studies at different levels have shown that parents under high stress conditions make intervention staff including teachers at school spend more time with their families (Buchwald, 2025). Teachers must learn to manage their deep emotional bonds with student families while they uphold their professional boundaries and follow all school-established guidelines. Despite these distinctive demands, autism intervention teachers are frequently subsumed under broader categories of special education teachers in empirical research. The process of data combination threatens to hide particular stressors which affect autism intervention environments within service systems that operate through public and private centers. Research needs to focus on specific studies which investigate how autism intervention teachers experience occupational stress and manage it because this group requires unique professional attention.

Digital transformation and technostress in education

Teachers now face new digital work environments which transform their educational duties through digital changes in task execution and assessment methods. Digital technologies now play a central role in educational practices because they help teachers deliver interventions while also supporting documentation work and assessment tasks and communication needs and professional growth activities. The fast growth of educational technology systems has created technostress which occurs when people experience stress because of their information and communication technology usage (Ayyagari et al., 2011). The main elements of technostress consist of technology overload and complexity and personal life intrusion and the need to stay digitally competent (Tarafdar et al., 2007). Research conducted recently shows that teacher technostress has become more severe since the COVID-19 pandemic started. The Computers in Human Behavior journal published a systematic literature review which shows teacher technostress causes emotional exhaustion and anxiety while it damages job satisfaction and leads to poor well-being but the researchers found no established intervention approaches (Yang et al., 2025). Research using Person-environment fit theory demonstrates that technostress occurs when teachers face technological requirements which surpass their self-assessed abilities and available resources (Zheng et al., 2024). The digital transformation of autism intervention facilities creates new sources of stress which exceed what typical educational facilities would normally face. Teachers must perform online progress reporting duties while using different digital tools to contact parents and work under surveillance systems which use cameras to monitor their activities for quality assessment and transparency purposes. The organization becomes more accountable through these practices yet they introduce two significant problems which make work more stressful for staff and cause their work-life separation to fade away. The research should treat technostress as an essential part of occupational stress which affects autism intervention teachers instead of viewing it as an unimportant additional factor.

Research context, gap, and study objectives

The digital era makes Vietnam an ideal setting to study how autism intervention teachers in Vietnam experience occupational stress. The major urban center of Ho Chi Minh City has experienced fast growth in autism intervention services because people now understand ASD better and parents want more support for their children. The current focus of national and international programs centers on developing autism education professionals who possess both digital skills and professional expertise because of growing educational digitalization across the world (Vietnam News, 2024). Research conducted in Vietnam shows that special education teacher well-being emerges from various elements which stem from their workplace conditions and personal life experiences and traditional values of their cultural environment (Le et al., 2022).

The field has experienced progress but researchers have not conducted enough studies to understand how digital technology creates stress for autism intervention teachers who work with students. Research studies at present investigate teacher stress in general terms but they study special education and technology-based educational challenges as separate entities. Research studies which investigate stress symptoms together with different types of stressors (work-policy and child-parent and personal-family-social and digital technology) and coping methods and stress impact perceptions use one unified research design. The research investigates how autism intervention teachers in Ho Chi Minh City handle their work-related stress through their coping mechanisms during the digital transformation period. The research investigates three main objectives which include stress symptom evaluation and stressor

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domain comparison and identification of primary coping methods including technology-based coping and stress domain connections to total stress levels. The study unites technostress information with autism intervention teacher stress data to generate research-based results which will assist organizations in creating improved mental health support systems and digital training initiatives.

2. THEORETICAL BACKGROUND

Stress exists as a changing process which people experience through their environmental contacts instead of being a single response to outside triggers. The early stress theories of Selye's General Adaptation Syndrome described stress as a physiological process which follows three stages of alarm and resistance and exhaustion that can cause physical and psychological collapse when stress continues for too long (Selye, 1956). The biological perspective established an essential base but it failed to explain why people experience stress differently and how they handle it.

The transactional model which Lazarus and Folkman (1984) developed provides a full system to analyze how people handle stress and its effects. The model shows that human beings experience stress when they think their personal capabilities do not align with the requirements of their surroundings. The process of stress development includes two appraisal mechanisms which are primary appraisal for threat or challenge assessment and secondary appraisal for coping ability assessment. The model demonstrates that stress exists as a personal experience which depends on individual circumstances because people evaluate situations through their own mental processes and use their coping abilities. Research about occupational stress in educational settings now uses the transactional perspective because it allows scientists to analyze how work environment demands affect individual capabilities.

Research on teacher stress reveals that teachers experience their most intense stress during times when they need to manage excessive work responsibilities under strict time constraints and when their job responsibilities remain ambiguous and they lack control in their classrooms and insufficient support from their colleagues (Kyriacou, 2001). Teachers experience increasing workplace stress because schools adopt more accountability measures which require them to perform extra administrative work and follow new educational standards that lead to higher teacher burnout and increased teacher turnover (Skaalvik & Skaalvik, 2017). The existing research shows that work-related stress leads to emotional burnout and decreased employee contentment at work when employees face excessive workload and their workplace lacks proper support systems.

Special education environments show higher occupational stress levels than all other educational settings. Special education teachers must handle extra work because they need to create personalized lessons and maintain detailed records and work with different professional teams and take care of students who need special protection. Research data indicates special education teachers face higher stress levels and burnout than general education teachers because they need to do more emotional work while managing difficult classroom duties (Bottiani et al., 2019; Benigno et al., 2025). Teachers who work with children who have ASD experience their stress levels increase because of difficult student behaviors and additional developmental issues and limited student development and frequent communication with parents. Research about families who have children with ASD shows that when parents experience high levels of stress and set demanding expectations it creates additional work for teachers and other intervention professionals (Shabbaz et al., 2023).

The digital transformation has brought technostress into existence as an new occupational stress factor which operates alongside conventional workplace stressors. Technostress refers to all forms of stress which people develop through their use of information and communication technologies because they must handle both overuse of technology and complex systems and digital encroachments into their personal time and the requirement to maintain technological progress (Ayyagari et al., 2011; Tarafdar et al., 2007). Research studies from recent times demonstrate that teacher technostress has intensified since COVID-19 emerged as a pandemic which produces emotional exhaustion and anxiety that results in lower job satisfaction (Yang et al., 2025). Person-environment fit theory based research indicates that technostress develops when teachers face technological requirements which surpass their abilities and what their school can provide (Zheng et al., 2024). The digital reporting system and multiple communication channels with parents and camera-based monitoring in autism intervention settings create technostress which makes staff members feel more watched and causes mental fatigue.

Coping strategies function as essential tools which help people manage their stress reactions. Lazarus and Folkman (1984) identify problem-focused coping and emotion-focused coping and avoidance or maladaptive coping as the main categories which people use to cope with stress. Research shows that teachers who use adaptive coping methods which include problem-solving and cognitive reappraisal and support seeking will decrease their stress levels and prevent burnout (Skaalvik & Skaalvik, 2017). The research indicates that people who select unhealthy coping strategies will develop higher psychological distress and emotional exhaustion (Bottiani et al., 2019). Digital age academics have studied technostress to identify two technology-based coping methods which help people deal with it by acquiring new abilities and creating boundaries for their technology use according to Yang et al. (2025). The theoretical framework of coping serves as a fundamental element to explain how autism intervention teachers manage their occupational stress which results from their work in both conventional and modern digital-based educational settings.

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3. METHODS

The research design used a cross-sectional survey approach to study how occupational stress and its related stressors and coping mechanisms affect autism intervention teachers who work during digital transformation. The research design employed a cross-sectional approach to investigate teachers' stress responses and their coping mechanisms during a single point in time because educational institutions require urgent digital transformation adaptations. The research included 100 autism intervention teachers who worked at specialized autism intervention centers and inclusive educational settings throughout Ho Chi Minh City in Vietnam. The research team selected participants through convenience sampling because they drew their participants from their professional contacts and institutional relationships. The research involved current autism intervention professionals who directly worked with children who had ASD. The research participants demonstrated characteristics which matched those of autism intervention professionals working in the local area because they were mostly women who worked at non-public institutions (95%) and had less than five years of work experience. This distribution is consistent with the predominance of private autism intervention centers and the relatively young workforce in this field within the city.

The research used a self-report questionnaire with 174 items which were organized into a structured format. The instrument was developed based on established theoretical frameworks of occupational stress and coping and adapted to the specific context of autism intervention and digitalized work environments. The survey evaluated four essential areas which included physical and cognitive and emotional and behavioral signs of stress and four categories of stressors and three coping methods and three areas where stress produces negative effects. All items were rated on a five-point Likert scale. The survey contained five-point scales which ran from 1 (never) to 5 (very often) to measure stress manifestations and stressors and coping strategies. The survey used a five-point scale which started at 1 (no impact) and ended at 5 (very strong impact) to assess stress consequences. The research team applied Cronbach's alpha coefficient to determine the internal consistency reliability of their instrument. The research results showed that all scales achieved high to very high internal consistency because their alpha values spanned from 0.900 to 0.980. The measured values surpassed standard threshold levels which confirmed that the instrument provided reliable stress assessment results for this particular population. The research established content validity through its connection to recognized stress and coping theories and its development of assessment items which accurately represented the work environment of autism intervention teachers who teach in digital settings.

The research team collected data during regular working hours because all participants had given their consent to participate in the study. The research participants received information about the study's objectives while the researchers guaranteed their privacy through both confidentiality and anonymity measures. The research study did not obtain any personal information from participants because they could leave the study at any time without facing any adverse effects. Data analysis was performed using SPSS version 26.0. The research used descriptive statistics to present stress data through means and standard deviations for stress levels and stressor domains and coping strategies and stress consequences. The research used Pearson correlation analysis to study the relationship between total stress and all individual stressor categories. The study used standard statistical significance thresholds to evaluate results at both $p < .05$ and $p < .01$ levels.

4. RESULTS

4.1. Levels and manifestations of occupational stress

The descriptive analysis revealed that autism intervention teachers showed low occupational stress because their average score was 2.16 which corresponded to the "rarely" response category. People displayed their stress through different actions because stress produced different effects on each person. As shown in Table 1, physical stress ($M = 2.34$) and cognitive stress ($M = 2.36$) were more pronounced than emotional ($M = 2.07$) and behavioral stress ($M = 1.94$). The research data revealed teachers kept their composure but their physical and mental health condition worsened because of their teaching responsibilities. The research shows that autism intervention teachers experience stress through persistent and hidden ways which affect their physical health and mental processing abilities instead of causing immediate emotional reactions.

Table 1. Stress levels and manifestations

Domain	Mean (M)	SD
Overall stress	2.16	0.76
Physical	2.34	0.77
Cognitive	2.36	0.89
Emotional	2.07	-
Behavioral	1.94	-

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4.2. Major stressor domains

The research into stressor domains revealed that teachers faced various stress levels because of their professional work responsibilities. The data in Table 2 shows that child-parent-related stressors represent the main stressor category because parents experience these stressors at a frequency of 3.14 which falls into the moderate-to-high range. Teachers experienced stress because their students displayed behavioral problems and learning difficulties and their parents maintained elevated academic standards. The research findings showed that work-policy stressors (M = 2.18) and personal-family-social stressors (M = 2.18) resulted in stress levels which were moderate to severe. The digital technology-related stressors received the lowest average rating (M = 2.04) which indicates that technology-based stress factors occurred but with lower frequency than conventional stress factors. The present digital stressors show how technology creates new challenges which affect teacher work performance while they teach.

Table 2. Mean scores of stressor domains

Stressor domain	Mean (M)	SD
Child-parent factors	3.14	0.85
Work-policy factors	2.18	0.79
Personal-family-social factors	2.18	0.75
Digital technology factors	2.04	0.81

4.3. Associations between stress and stressor domains

The research employed Pearson correlation analysis to investigate how stress influences all stressor domains which include total stress and their individual stress levels. As shown in Table 3, overall stress was significantly and positively correlated with all four stressor domains ($p < .01$). The study found that stress from all sources showed the highest connection to stressors which affect personal and family and social life ($r = 0.605$) while digital technology stressors ranked second at $r = 0.567$. The research results showed that work-policy stressors and child-parent stressors maintained a moderate level of relationship with each other ($r = 0.515$ and $r = 0.478$ respectively). These results indicate that while child-parent factors were the most frequently reported stressors, personal life pressures and technology-related demands were more strongly associated with overall stress levels. The research indicates that teacher stress in autism intervention programs results from both their professional work requirements and their individual circumstances and their exposure to technological elements.

Table 3. Correlations between overall stress and stressor domains

Stressor domain	r
Work-policy	0.515**
Child-parent	0.478**
Personal-family-social	0.605**
Digital technology	0.567**

*Note. * $p < .01$.

4.4. Coping strategies and perceived stress consequences

Teachers reported that they employed adaptive coping strategies which they used as their primary coping mechanism. The data in Table 4 shows that teachers used positive coping strategies as their primary method (overall $M \approx 3.25$) because they preferred to solve problems through cognitive reappraisal and self-regulation. People used technology-focused coping strategies at a moderate intensity ($M = 3.01$) to build their digital skills when they managed their online activities. The survey results showed that participants used negative coping strategies only rarely because they reported an average of 1.86 times. The survey results showed that participants used negative coping strategies only rarely because they reported an average of 1.86 times.

Teachers indicated their daily work activities remained mostly unaffected because they believed their stress levels were not severe. The research data indicated that personal health and well-being received the highest level of damage ($M = 2.24$) followed by work performance ($M = 2.05$) and then interpersonal relationships ($M = 1.79$). The observed pattern shows teachers do their professional duties while handling their personal stress which prevents them from recognizing the dangerous effects that occur when stress continues to build up.

Table 4. Coping strategies and stress consequences

Variable	Mean (M)
Positive coping	3.25
Technology-focused coping	3.01
Negative coping	1.86

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Consequences on self	2.24
Consequences on work	2.05
Consequences on others	1.79

5. DISCUSSION

The research examined how autism intervention teachers in Ho Chi Minh City experience occupational stress and which work-related factors cause their stress and their coping mechanisms and their perceptions about stress effects during the time when digitalization continues to grow. The research data shows teachers experience stress at a moderate level but detailed analysis shows evidence of hidden stress which might build up over time.

The research showed that participants experienced low stress levels but their physical and mental stress symptoms appeared more strongly than their emotional and behavioral indicators (Table 1). The observed pattern indicates that autism intervention teachers experience stress which manifests through ongoing exhaustion and mental exhaustion and decreased mental performance instead of traditional emotional breakdowns or problematic conduct. Research evidence supports the transactional model of stress because people learn their stress reactions through evaluating their professional duties against their personal resources which produces rising stress levels despite their capability to manage their work tasks (Lazarus & Folkman, 1984). Studies about teacher stress have shown that teachers experience the same long-term physical and mental exhaustion which leads to emotional exhaustion and burnout (Skaalvik & Skaalvik, 2017). The research findings demonstrate that autism intervention teachers need to identify early warning signs of stress because these indicators will develop into more serious psychological problems.

The research showed that child-parent-related stressors appeared as the primary stressor domain which people reported most often (Table 2) because autism intervention work requires high emotional involvement and relationship-based activities. Teachers who teach students with ASD need to handle difficult student behaviors while handling their additional developmental issues and dealing with their inconsistent learning pace while keeping their parents involved. Research studies have proven that children with autism face multiple difficulties which create stress for their parents and teachers in educational and intervention environments (Whitaker, 2000; Shabbaz et al., 2023). The research results validated earlier studies by demonstrating that teachers develop occupational stress because they must deal with these relational requirements throughout their entire teaching day. The stress frequency between child-parent stressors and total stress shows moderate relationships according to Table 3 which suggests that stress frequency does not explain all variations in total stress levels because other environmental elements play a part.

The research establishes digital technology-related stress as a major factor which affects total stress levels. The research showed digital technology stressors appeared less often than traditional stressors yet they created significant stress impact (Table 3). The research indicates that technostress produces elevated stress levels which do not create a separate stress source. Studies about technostress in modern times demonstrate that staff members experience rising mental workload because of their need to perform digital reporting and maintain multiple platform communication with parents and use camera-based monitoring systems which reduce their control abilities and create boundaries between work and personal life (Ayyagari et al., 2011; Tarafdar et al., 2007). Research data indicates that teacher technostress leads to negative effects on their emotional health and physical condition because they must handle excessive technological demands which surpass their ability to manage them (Yang et al., 2025). The present study builds upon earlier work by showing how technostress affects the daily work of autism intervention centers.

The connection between personal and family and social stressors and total stress shows that work-related stress creates effects which extend throughout every part of life. Teachers who work with autism intervention programs face emotionally challenging work conditions which lack time for rest because these circumstances might make their personal and family situations more challenging. Consistent with job demands-resources theory, stress is likely to increase when high job demands coincide with insufficient personal and contextual resources (Bakker & Demerouti, 2017).

Teachers mainly used adaptive coping strategies which included positive coping methods like cognitive reappraisal and self-regulation and problem-solving (Table 4). The survey data indicates that participants employed negative coping behaviors infrequently because their professional resilience levels remained strong. Teachers used their teaching time to learn technology-based coping methods because they needed to develop their digital competencies and control their internet usage. The research shows employees use technology-based coping methods at a average level which means personal adaptation strategies will fail to work without formal company backing through training programs and digital system development (Yang et al., 2025). The research data showed that participants showed little stress reaction which only impacted their physical health and personal wellness but did not impact their work responsibilities or their relationships with others (Table 4). Teachers seem to continue their professional work even when their personal life becomes challenging because this behavior helps them conceal their emerging burnout symptoms. Organizations need to handle these concealed expenses because Skaalvik & Skaalvik (2017) demonstrate they will negatively impact employee health and their ability to work effectively.

The research results show that teachers who work with autism students in the digital age experience multiple sources of occupational stress which result from the combination of their regular job responsibilities and their social challenges and their personal

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circumstances and their new technological work challenges. Teachers show ability to adapt when dealing with stress but they need ongoing support from their organization and psychological resources and digital tools to stop long-term work-related stress which leads to better long-term career health.

6. IMPLICATIONS

The research results from this study offer vital information which enables practitioners and policymakers to develop strategies for sustaining autism intervention workforce stability during the digital age. The organization needs to enhance its working environment because child-parent-related stressors appear frequently and stress levels strongly relate to various types of organizational stressors. Organizations need to optimize their staffing numbers while defining clear job duties and eliminating nonessential administrative tasks to stop the accumulation of work that causes mental exhaustion. Teachers who grasp their professional duties will manage administrator and parent expectations better which decreases their relational stress.

The psychological support approach needs preventive mental health strategies because staff members develop ongoing physical and cognitive issues despite their occasional stress experience. Organizations need to offer counseling services and professional supervision and stress management programs which address the unique difficulties that autism intervention professionals face. Teachers need to use scheduled supervision and reflective practice meetings to manage their emotional requirements while they learn to recognize stress indicators which will become burnout symptoms.

The research identifies essential consequences which affect digital capacity development programs. Digital technology-related stressors occurred less frequently than traditional stressors but their impact on total stress shows that technostress intensifies present-day difficulties. The development of digital competence requires scheduled training programs which teach digital abilities and institutions need to create digital communication policies and set up tracking systems. The programs work to decrease uncertainty while giving teachers more control over their work which enables them to implement technology-based coping methods.

The research shows that child-parent-related stressors need family-based collaborative interventions because they represent the main factors which require such approaches. The implementation of improved parent education programs together with defined communication systems would help families and teachers to match their educational goals. Parents who gain better knowledge about autism intervention goals and boundaries and treatment methods will experience decreased relational tension which leads to improved support for teachers and their families during intervention.

7. LIMITATIONS AND FUTURE RESEARCH

Multiple restrictions need to be recognized when researchers analyze the results from this research. The research depends on participant self-reports which could produce response biases because people might hide their stress levels or present themselves as more resilient than they actually are. Second, the cross-sectional design limits causal interpretations of the observed relationships between stress, stressors, coping strategies, and stress consequences. The research needs extended data collection duration to track stress patterns across time while studying human coping behaviors which will improve future performance. The research included only Ho Chi Minh City as its urban setting while studying teachers who worked in non-public schools which could limit the application of results to different geographic areas and public educational facilities. The research does not show how organizational structure and available resources and policy settings influence employee stress levels. Future studies need to use longitudinal research combined with mixed-method approaches to study how stress and coping strategies change throughout time for autism intervention teachers. Scientists use interview and focus group methods to study teacher responses to technostress and relational demands through their school activities. The research needs to determine which elements between organizational climate and leadership support and digital self-efficacy and professional identity affect the connection between particular work-related stressors and complete stress levels. Research that evaluates multiple service delivery systems across various locations will establish a more robust evidence base.

8. CONCLUSION

Teachers who work with children with autism in the digital age must deal with multiple sources of stress which stem from their work requirements and their interactions with students and their families and their individual circumstances and the continuous evolution of technology. The research study showed minimal stress occurrence but researchers detected ongoing physical and mental exhaustion which indicates possible concealed chronic stress. The research shows that technostress occurs with lower frequency yet it strengthens total stress levels which requires teachers to receive digital stress management training in their well-being support systems. The teachers from this research study demonstrated their resilience through their regular practice of adaptive coping strategies which included positive and technology-based coping methods. The maintenance of sustainable well-being requires more than individual coping strategies because they do not provide enough support. Organizations need to create unified support systems which unite psychological approaches with technological solutions to protect teacher mental health while delivering top-quality autism intervention services that will endure into the future. The research provides statistical evidence from Vietnam's fast-growing

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urban area to support the expanding worldwide studies about teacher stress and technostress in special education. The research results demonstrate that teachers who work with autism students need complex methods which understand their specific situation during the current digital education period.

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