

Original Research Article

Compassion Fatigue and Satisfaction: A Professional Quality of Life (ProQoL) of Filipino Guidance Designates

Abstract

The quality of professional life is the degree on how the individuals feel in relation to their work as care providers. For helping professionals, it has positive and negative aspects that influence their professional quality of life. The present study focused on the above phenomenon of the teacher – guidance designates in Cadiz City. More specifically, this study explored the level and statistical significance of the three components of professional quality of life with the guidance designates' gender, age, area of specialization and years of service as guidance designate. The participants were the 20 secondary teachers (N = 20) of the Division of Cadiz City. The ProQOL – 5 Scale was used as a psychometric tool for the evaluation of the quality of professional life. The statistical parcel of SPSS, was utilized for the statistical data analysis. A high level of compassion satisfaction was evident towards 21 – 30 years old guidance designates. Also, guidance designates who were teaching ESP or Social Science showed a high level of compassion satisfaction. On the other hand, the professional quality of life of the guidance designates showed no statistical significance regardless of sex, age, area of specialization and years of service as guidance designates. The participants generally showed an average level of satisfaction and exhaustion as care providers.

Keywords:

Professional quality of life, Compassion satisfaction, Compassion fatigue, Teacher, Guidance designate

I. INTRODUCTION

➤ *Guidance and Counseling in the Philippines*

The importance of and the need for guidance and counseling have become more apparent in the Philippine educational system because of the changing needs and environment of the Filipino people.

Today, it is a requirement to carefully select guidance counselors based on the provisions of the Republic Act No. 9258 also known as Guidance and Counseling Act of 2004. R.A. No. 9258 upholds the standards of the profession as the competence of the guidance counselors are determined through licensure examination and provide excellent programs and services to students or clients (Estanislao, 2016).

In Article 1, sec.3 of the Guidance and Counseling Act of 2004, a guidance counselor and the functions expected in this role were clearly defined. As cited by Baniqued, and Castronuevo, (2018) in R.A. 9258, Guidance Counseling in the Philippines is a profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her potentials to the fullest and plan him/her to utilize his/her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs. On the other hand, the Article 4, sec.27 of the Guidance and Counseling Act of 2004 laid the conditions that prohibit the practice of guidance and counseling. It was reiterated that a duly licensed guidance counselor is allowed to engage in the practice of guidance and

counseling. It was also noted that an association or entity shall be issued a permit from the Board to run a guidance and counseling office or center, or involve in the practice of guidance and counseling as long as such establishment is properly staffed by duly licensed Guidance Counselors (Guidance and Counseling Act, 2004).

➤ *Teachers as Guidance Designate*

Meanwhile, based on the Department of Education Order No. 19, s. 2016: The Guidelines on the Organizational Structures and Staffing Patterns, it was noted that the services of the guidance counselors shall be shared among schools at a ratio of 1 guidance counselor for every 500 students.

In Cadiz City, Negros Occidental, as per record from the Department of Education Division Office, there are no registered guidance counselor. Hence, the schools are forced to keep unlicensed ones to fulfill such guidance – related tasks. That is why some teachers are appointed by their school heads as guidance designate. On that given circumstances, there are teacher - guidance designates who are actually teaching subjects or courses which might not be directly related to guidance and counseling. In a study conducted by Alcazaren (2018), on the challenges faced by the guidance counselors and guidance teachers in the implementation of guidance services in K to 12 curriculum, the newly assigned guidance counselor – designate are not vertically align in terms of educational qualification. A guidance designate who may have limited knowledge in guidance may affect their efficiency and their capacity to resolve issues objectively. Thus, their professional quality of life as guidance designates might also be affected.

In March 2019, the Department of Education released a memorandum Order No. 28, Dissemination of Republic Act No. 11206 which is an act that establishes a Career Guidance and Counseling Program for all secondary schools. The R.A. 11206, gave chances for the guidance designates and advocates to undergo training for them to fully understand the implementation of the Career Guidance Program in Senior High School. The program also let the guidance designates and advocates be equipped with necessary skills that effectively deliver the program to the students. Yet, the reality in public school setting here in the Philippines is that, career related concerns were not the only concern being addressed by the guidance designates. There are students whose concerns are but not limited to personal issues, family problems and social relationships.

➤ *Professional quality of life of teachers*

Teachers are often the first hand recipient of such concern and teachers often do not benefit from the advanced trauma and crisis intervention training school counselors typically have (Elliot, et al., 2018).

Teachers need to be competent in their responsibilities towards their students as part of fulfilling their roles professionally. However, the high expectations for teaching and the result of student curriculum requirement give intense pressure for educational success; all of these results to emotional turmoil on teachers.

It is evidently seen that teachers have various roles to perform. The typical teacher workloads and guidance related tasks are just two of the various responsibilities a teacher performs. With such circumstances, it might be difficult for teacher – guidance designates to give priority to self – care especially when they are over-tasked and under-resourced. Self – care is incredibly vital and beneficial, both for teachers and their students, especially when it comes to extending help to students with different problems. Thus, teachers not only work to meet the demands of the profession but most importantly strive to satisfy the demands and expectations of their school heads, students and the community in general.

Meanwhile, a study conducted by Ollison, (2019) on compassion fatigue of teachers, the results showed that female teachers experience more compassion fatigue than male teachers. Moreover, compassion fatigue is more serious with beginning teachers than with veteran teachers. It was also notable that the secondary trauma from students is not the only trauma teachers are experiencing, trauma can also be school-conditions- and climate- based (Ollison, 2019). It was found out that parents or school site administration are sometimes the cause. The concerns of the participants in the study conducted by Ollison, 2019 were school administrators do not recognize the teacher's experience in the classroom every day and that parents sometimes feel like an adversary, even though they are not supposed to be. The author also acknowledged the school climate and conditions matter in the cause of compassion fatigue to the teachers. Teachers have apprehensions about how actions taken by parents, students, other teachers, and administrators affect their capacity to create safe and academically challenging environments. Teacher morale is often affected by how students are treated or how students are treating them (Ollison, 2019).

In addition, Zeman, et al. (2017) stated that, on Occupational therapy practitioners, the study showed that stress, compassion fatigue, and burnout may decrease the satisfaction with work and affect the in – the – moment attention in student encounters. Thus, students may report decreased satisfaction with their educational experiences. It was also cited that due to multiple roles of the practitioners, these may contribute to role strain, role overload, reduced connection to peers and workload pressures.

Also, according to Stamm cited in Pineo, et al., 2014, healthcare workers and workers of any kind, including students, are often likely to have professional exhaustion. It is certain that professional exhaustion mostly affects individuals who practice careers in which communication and interaction with a person-citizen, student or patient are basic elements.

➤ *Coping*

In the study conducted by Mateo, (2018), the life satisfaction as predictor of positive workplace outcomes among Filipino Guidance Counselors; age, gender, civil status, and degree earned were identified as covariates. The results showed that counselors who expressed greater satisfaction with their lives seem to see the counseling experience as fulfilling and they are more attuned to their emotions. This would suggest that happy people appraise their life as satisfying, and oriented towards personal development and goal attainment. The key then for a successful counseling lies within the counselor themselves and less to do with any specific technique. (Mateo, 2018).

In addition, On the other hand, a study conducted by Hunsaker, et al., (2015) on the factors that influence the development of compassion, showed that low level of manager support was a significant predictor of higher levels of burnout and compassion fatigue while a high level of manager support contributed to a higher level of compassion satisfaction. fatigue, burnout, and compassion satisfaction in emergency department nurses. This would serve as a basis in improving recognition and awareness of compassion satisfaction, compassion fatigue, and burnout among care providers to prevent emotional exhaustion and help identify interventions that will help care providers to remain empathetic and compassionate professionals.

Even though there are numerous studies that established strong background on compassion fatigue and compassion satisfaction, there has been limited research from a strength-based perspective specifically with teachers as guidance designate here in the Philippines.

In addition, empathic distress and burnout are some that a teacher – guidance designate encounters. While some guidance designates may appear distress, what makes other guidance designates sustain happiness and fulfillment in their guidance role?

This study aims to add to the literature and explore the cost of care of teachers through the lens of compassion satisfaction and compassion fatigue. It is the center of interest of this study to know the extent of this phenomenon on the professional quality of life of teachers being guidance designates.

The outcome of this study may provide information that can serve as a basis for a mental health program to enrich the efficiency and effectiveness of caring professionals just like teachers, mental health care workers, guidance counselors and social workers.

With support and insightful information, this study endeavors to recognize the complexity of the sentiments the guidance designates may have been juggling and most likely suppressing, hence this study.

II. PURPOSE OF THE RESEARCH

This study aims to find out the professional quality of life of the guidance designates in secondary public schools in Cadiz City. Specifically to determine:

1. The level of the professional quality of life of the guidance designates when taken as a whole and grouped according to:
 - a. sex
 - b. age
 - c. length of service
 - d. area of academic assignment
2. The significant difference in the mean level of the professional quality of life of guidance designates when grouped according to
 - a. sex
 - b. age
 - c. length of service
 - d. area of academic assignment
3. A mental health program that can be instituted to enhance the professional quality of life of teachers.

III. FRAMEWORK OF THE STUDY

This study is anchored on the Compassion Satisfaction – Compassion Fatigue (CS – CF) Theory conceived by trauma specialists Beth Stamm (1996) and Charles Figley (1995). In the early 1990s the authors sought to understand why service providers seemed to be exhibiting symptoms similar to Post Traumatic Stress Disorder (PTSD) without having necessarily been exposed to direct trauma themselves. People who work in helping professions and care providers like health care professionals, teachers, social service workers, police officers, clergy, and other

valuable people who offer assistance, both the positive and negative aspects of doing one's job influences one's professional quality of life.

According to Stamm, cited in Merk, 2018, in CS – CF Theory scheme, the positive feelings about people's ability to help are known as Compassion Satisfaction (CS). It makes you feel good that you know you can do something to help. The undesirable secondary outcome has been identified as

Compassion Fatigue (CF). Compassion fatigue describes the feelings of physical, emotional, and spiritual exhaustion from absorbing the problems and suffering of others. (Merk, 2018). In the Professional Quality of life Scale (ProQOL), CF has two parts. The first part is Burnout which shows exhaustion, hopelessness, apathy and reduced sense of personal accomplishment. The second part is the Secondary Traumatic Stress. A person has a negative feeling driven by distress and work – related trauma. The adverse effects of giving care are serious and dependent on the severity of the cause of trauma to which the helper is exposed. A view was established by Diehm (2015), that in secondary traumatic stress (STS), similar psychological processes are evident as those that occur in posttraumatic stress disorder (PTSD), including symptoms associated with intrusion, avoidance and hyper-arousal, albeit to a lesser extent.

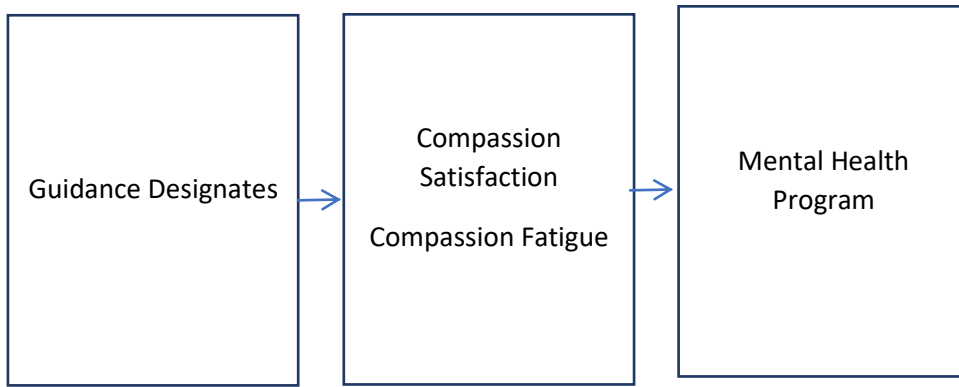
Compassion fatigue is a problem which was most commonly seen among health care professionals. The nature of their work puts them in circumstances where these health care professionals commonly see or hear ongoing and occasionally unspeakable suffering. Thus, it is common to see some of our skilled, caring, and compassionate "helpers" fall as victim of compassion fatigue (Carter, 2014). According to the Compassion Fatigue Awareness Project (2017), an awareness of the symptoms of compassion fatigue and its negative effect on someone's life can lead to positive change, personal transformation, and resiliency. Thus, those people who accepted the presence of compassion fatigue supports the fact that they are deeply caring individual. (CFAP, 2017).

Due to the respected findings and numerous studies conducted by the proponents of the CS – CF Theory and other researchers on the beauty of compassion satisfaction and the quality of life itself, The Compassion Satisfaction – Compassion Fatigue (CS – CF) Theory is considered relevant in this study for the Guidance Designates in Cadiz City. These teachers who accepted the challenge; being appointed as guidance designate, may encounter tasks and share relevant experiences towards compassion satisfaction and compassion fatigue. Several factors may contribute to such experiences. Most people never take the time to recognize how these professionals are affected emotionally by the nature of their work. Thus, through this study, exploration of relevant details can be done on the cost of caring of the guidance designates in the context of their age, sex, length of service as guidance designates and area of academic assignment in relation to their compassion satisfaction and compassion fatigue.

In Figure 1 below, it is the schematic diagram of the conceptual framework of this study. This study focuses on the profile of public school teachers in secondary level of the Division of Cadiz City who were appointed by their school head as guidance designates for the academic year 2019 – 2020 and were recognized by the Project Development Officer – Youth Formation in the Division of Cadiz City. Hence, guidance counselors who are plantilla-based are not included in the study.

The output of this study determines the level of the guidance designates' professional quality of life as a whole and based on their profile. The results serve as a basis for a mental health program. Such program may be used to address the cost of caring and increase satisfaction towards empathetic engagement.

Figure 1: Schematic Diagram of the Study



IV. METHODOLOGY

➤ *Research Design*

This study determined the current state of the professional quality of life of the Guidance Designates in Cadiz City. A descriptive research design with the use of survey method was used in this study. Specifically, this study utilized a standardized survey questionnaire to measure the professional quality of life of the guidance designates. According to Nassaji (2015), descriptive research design aims to describe a phenomenon and its characteristics. Thus, a descriptive research design was used to attain the objectives of the study.

In addition, a Focus Group Discussion (FGD) was conducted to the identified guidance designates who may have high and low compassion satisfaction or compassion fatigue. Focus Group Discussion was relevant in this study since it aimed to explore the phenomenon behind the survey results and further authenticate quantitative data.

➤ *Participants*

Participants of this study were the teachers in secondary level of the Division of Cadiz City appointed by their school head as guidance designates for the academic year 2019 – 2020.

Total enumeration and purposive sampling was observed in selecting the participants for this study.

A total of twenty guidance designates coming from eighteen secondary schools were the participants. The participants of the study were the guidance designates from one-month length of service to beyond thirty years of service as guidance designates. The guidance designates who are listed in the official list that was provided by the Project Development Officer – Youth Formation in the Division of Cadiz City was considered as the only participants.

In this study, there were two sets of participants, one for the survey and the other one is for the Focus Group Discussion. The number of participants for the survey was determined from the Project Development Officer who provided the list of the official guidance designates in Cadiz City. Likewise, the number of participants for the Focus Group Discussion depended on the survey results of the participants. Guidance designates who have high and low compassion satisfaction and compassion fatigue were the participants in the Focus Group Discussion activity.

Variable	Frequency	Percentage
Sex		
Female	16	80.00
Male	4	20.00
Age		
21 – 30	4	20.00
31 – 40	10	50.00
41 – 50	5	25.00
51 and above	1	5.00
Length of Service		
0 – 10	20	100.00
Area		
English	7	35.00
Math	0	0.00
Science	4	20.00
Filipino	0	0.00
ESP/Social Science	4	20.00
MAPEH	3	15.00
TLE	2	10.00
Total	20	100.00

Table 1. Demographic Profile of Guidance Designates in Cadiz City

Ethical considerations were followed in the conduct of the study. The participants were given an informed consent to be part of the study. The following were included in the letter: eligibility criteria, purpose of the study, confidentiality and benefits from the study. Participants were informed that taking part in the study is voluntary. Participants who agreed to be part of the study, signed the informed consent form and gave their pledge of voluntary participation. The participants were informed that in the course of participants' involvement in the study which may make them feel distressed, the participants have the choice to withdraw anytime.

Moreover, confidentiality of the data was observed. The participants' names were kept private and unspecified. A control number was assigned to each participant for monitoring purposes only upon retrieving the data.

➤ *Instruments*

A survey questionnaire was administered to the participants. The survey questionnaire has two blocks which implored the following data:

Block I: Demographic Profile of the Participants

Block II: The Professional Quality of Life Scale version 5

The information gathered in Block I was essential in exploring the differences on participants' professional quality of life to their corresponding demographic profile.

On the other hand, the Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL), is a 30 – item standardized test by Stamm. A permission was asked to the author regarding on the utilization of the instrument.

As cited by Chernoff (2016), the ProQOL was adapted from the Compassion Fatigue Self-Test by Figley and Stamm included the concept of compassion satisfaction. In this study, the ProQOL – 5 was used as a screening tool on the two aspects: the positive (Compassion Satisfaction) and negative (Compassion Fatigue). Compassion fatigue is broken into two essentials; Burnout and Secondary Traumatic Stress. The test was composed of three different 10 – item subscales (compassion satisfaction, burnout and secondary traumatic stress). The ProQOL – 5 test items were arranged on a five – point Likert scale ranging from 1 (Never) to 5 (Very Often). The compassion satisfaction scale is made up of the following questions: 3, 6, 12, 16, 18, 20, 22, 24, 27, and 30. Next, the secondary traumatic stress scale is comprised of the following questions: 1, 4, 8, 10, 15, 17, 19, 21, 26, and 29. Lastly, the burnout scale is composed of the following questions: 2, 5, 7, 9, 11, 13, 14, 23, 25, and 28. All ProQOL – 5 subscale scores were computed using the instructions in Stamm's (2010) ProQOL manual.

As to the psychometric properties of ProQOL – 5, as cited by Baniewicz (2015), the review of the ProQOL – 5 scale by Stamm and Figley revealed the Cronbach alpha scale which are as follows: $\alpha_{CS}=.88$, $\alpha_{BO}=.75$, $\alpha_{STS}=.81$. The results showed a reliable index score. Moreover, a study was conducted by Geoffrion, et al. (2019) on the construct validity of the ProQoL – 5 Scale using bifactor model. The result showed support on the validity of ProQoL – 5. The instrument has been utilized widely in numerous studies and researches globally. With these various studies conducted on the reliability and validity of the ProQOL – 5, it has been found to be reliable, have good discriminant, convergent, and construct validity according to Stamm, cited in Baniewicz, 2015.

On the other hand, a Focus Group Discussion (FGD) guide was utilized in this study. It was face and content validated by the experts in the field of guidance and counseling using the Good and Scates Validation Instrument. The questions on the FGD activity focused on compassion satisfaction, compassion fatigue, coping and needs of the guidance designates. The questions for compassion satisfaction and compassion fatigue helped explore the phenomenon behind the survey results. For questions on coping and needs, it helped the researcher in developing a mental health program for the teachers.

➤ *Data Collection*

A permission letter was addressed and given to the School Division Superintendent through the Project Development Officer – Youth Formation of the Division of Cadiz City to conduct the study and make available of a list of guidance designates of each secondary school in Cadiz City.

A systematic procedure was followed in gathering the data. Each participant completed a consent form at the beginning of the survey. The ProQOL – 5 test took approximately 10 – 15 minutes to complete including survey questions for the participants' demographic profile. A control number was

assigned to each participant to ensure ease in monitoring. The questionnaires were administered and retrieved personally by the researcher. The retrieval of the questionnaires were done right after the participants were done answering the survey.

The accomplished questionnaires were encoded using the Statistical Package for Social Sciences (SPSS) software for statistical analysis. After the statistical analysis, a Focus Group Discussion was conducted to the identified participants who have results of high and low level of compassion satisfaction and compassion fatigue as Guidance Designates.

➤ *Data Analysis*

The data was gathered through the use of survey. The data was analyzed using statistical techniques specifically Frequency, mean, Mann – Whitney U test and Kruskal – Wallis test. The participants' demographic profile was established using mean, frequency and percentage. The level of professional quality of life in terms of compassion satisfaction, burnout, and secondary traumatic stress of the guidance designates were determined using Mean and Standard Deviation. Next, the significant difference between the levels of professional quality of life in terms of compassion satisfaction, burnout, and secondary traumatic stress of the guidance designates when sex is considered, Mann-Whitney U Test was used. In addition, the significant difference between the levels of professional quality of life in terms of compassion satisfaction, burnout, and secondary traumatic stress of the guidance designates when age is considered, Kruskal-Wallis Test was utilized. Lastly, the significant difference between the levels of professional quality of life in terms of compassion satisfaction, burnout, and secondary traumatic stress of the guidance designates when area of specialization is considered, Kruskal-Wallis Test was used.

V. RESULTS AND DISCUSSION

Based on the demographic profile of the participants, the results revealed that there were more female teachers than male teachers who were assigned as guidance designates. The previous study conducted by Sansiervo (2016) stated that females had more passion in teaching than males. Many students preferred ladies as their teachers and the reasons attributed were namely; their sincerity, hard work, efforts taken in preparing lectures, politeness and high pitch audible voice quality. Literature pointed out that students were little biased to female guidance designates, which may be related to variety of factors like empathic listening, better understanding and view of concern shown by them. The current researcher then realized that female teachers were more likely to be chosen as guidance designates as they were seen as more passionate in rendering guidance and counseling services to the students compared to male teachers.

In terms of age, The results indicated that teachers who were in their middle adulthood stage (31-40 years old) were more likely to be chosen by their school head as guidance designate.

Next, the results presented that all participants had rendered service as guidance designate for less than ten years. This indicated that service as guidance designate may expire at a short period of time. Moreover, it suggested that the duration of the teachers' appointment as guidance designates may vary depending on the school head. There might be instances wherein a particular teacher was given a guidance function only for a short and fixed period of time and later another teacher will be appointed again which may led to a shorter tenure as a guidance designate. In addition, a teacher faced numerous roles to perform with competitive responsibilities which may lead to stress, compassion impairment and even resignation. The participants as educators with guidance role were expected to deliver career education and attend the concerns of students. The participants of this study stated that "*Lots of workloads may result to exhaustion. Deped teachers have multiple roles even ancillary works.*" The researcher thus realized that because of these multiple roles, they tend to experience burnout and later on develop compassion fatigue. According to Mathias and Wentzel (2017), the nature of the guidance designates' work required them to stay compassionate and empathetic especially for the students with

emotionally challenging situation. Likewise, guidance designates at the same time should keep balance in terms of their professional requirement (Blount and Lambie, 2018).

In terms of area of academic assignment, the participants are English, Science, ESP / Social Science, TLE and MAPEH teachers. Although there were no participants who are Math and Filipino teachers, the result still suggested that any teacher from different areas of specialization can be assigned by the school head as guidance designate of the school as long as a potential was seen to the teacher.

This section of the study presents the analysis of the result of the professional quality of life of the guidance designates when taken as a whole and when grouped according to sex.

The results implied that the teachers in secondary level of the Division of Cadiz City who were appointed by their school head as guidance designates had average level of satisfaction in engaging emphatically as care givers in his or her job and have a good deal in handling themselves towards exposure in stressful events which may compromise their personal well-being and work efficiency.

Table 3: Data interpretation

Sex	CS		BO		STS	
	M	Int.	M	Int.	M	Int.
Female	39.44	Ave.	25.87	Ave.	27.75	Ave.
Male	36.75	Ave.	29.50	Ave.	28.25	Ave.
Total	38.90	Ave.	26.60	Ave.	27.85	Ave.

➤ *Compassion Satisfaction*

Majority of the participants rated their experiences 4 (Often) to 5 (Very Often) on some questions attributed to compassion satisfaction. It can be noted that the teachers in Cadiz City as guidance designates were regularly “*proud and happy*” and that “*the fact*” that they “*could extend help*” towards their students which their students were “*satisfied*”, then it contributed to the participants’ “*satisfaction and contentment*” being a guidance designate. This showed how satisfied the guidance designates were upon helping others, keen in reaching out those who needs help, high belief in touching the lives of others and proud of what can they do as guidance designates.

However, it can also be known that the guidance designates in Cadiz City answered mostly “sometimes” on questions number 16 and 27 on the survey. These two statements focused on how they assess themselves as guidance designates in terms of utilizing techniques and their accomplishments. These results reflected on areas where the guidance designates need to work on “*training and enhancement of skills*” and “*awareness on proper procedures*” as these guidance designates embrace the world of guidance and counseling.

On the other hand, despite of the common positive answers gathered from the participants upon being happy as a guidance designate, one participant answered “never” in question number 30. The participant was asked about his sentiments behind this and the participant’s response revealed that due to obedience as directed by the school head, the teacher accepted the task as guidance designate, yet it contradicted to the teacher’s preference or interest. The participant responded: “*I am happy that I was able to help my students who are in need but I am not happy being a guidance designate. My passion and interest is really in teaching. I actually decline when it was offered to me by my principal. But I don’t*”

have any choice since my school head chose me. He convinced me and I was wondering what is in me to be suited in the job. I would rather teach the whole day than doing guidance and counseling. If there is someone who is interested in the job, I am very willing to give up the work." The sentiment of the participant may show a bit of the reality on the status of guidance designates in relation to the guidance and counseling services in Cadiz City. The participant doubted himself in fulfilling his role as a guidance designate in terms of qualifications and capability. Moreover, the participant showed minimal interests towards guidance-related work. However, this situation reflects a trusting and good relationship between the teacher and the school head.

In a study conducted by Hunsaker, et al., (2015) on the factors that influence the development of compassion, it showed that the higher the level of manager support contributed to a higher level of compassion satisfaction. In this study, despite of the hesitancy of the participant in taking the role as guidance designate, the participant was able to show somehow average level of satisfaction in helping others, handling guidance related work and dealing with stressful events. This may be attributed to a good level of support and confidence given by the school head to the teacher. Moreover, the results on the average level of professional life quality showed support on the study conducted by Nguyen and Nguyen cited by Yalçın, S and İsgör, (2017) that the psychological capital has a positive effect on the professional life quality. Based on the results of the study, the researchers suggested that it is important that the teacher's working conditions should be re-arranged for the teachers' satisfactions to enhance the performance of the teachers.

On the other hand for compassion fatigue, the results were presented under two components which are burnout and secondary traumatic stress.

➤ *Burnout*

According to Elliot, et al., (2018) teachers are often the first hand recipient of compassion fatigue and often do not benefit from the advanced trauma and crisis intervention training school counselors typically have. In this study, the teachers as guidance designates showed average level of burnout based on the statistical data. According to Maslach C., as cited by Galiana, L. et al., (2017), burnout was defined as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. This was confirmed through the FGD results wherein the participants were at risk in burnout as care relation existed daily due to the nature of their work as they were *"emotionally drained due to long hours of listening and empathizing."* In addition, there were instances that the participants were at higher risk for burnout. The participants mostly answered often to very often on the questions that were associated to being overwhelmed as they see their workloads endless. A participant's response was noted that, *"I had experienced that after a session from one student there comes another one and I was not able to rest since I was drained already"* and felt worn out due to their work as helpers as *"I realized that it was so tiring to sit and listen and it seems that my mind is no longer working well."*

On the other hand, the participants were at lower risk in burnout in terms of their beliefs in which they are always the person they wanted to be and this sustained them.

Nevertheless, the results of the study showed that the teachers in Cadiz City as guidance designate had positive feelings about their work and have a good deal in facing exhaustion and stressful events.

➤ *Secondary Traumatic Stress*

In terms of secondary traumatic stress (STS), the results showed that the participants had average level of STS. In this study, STS is defined as the emotional pressure of the guidance designates that results when they hear about the firsthand trauma experiences of another person. The results implied that the guidance designates in Cadiz City may have a good ability in handling firsthand exposure of the trauma

experiences of their students or clients as they have average level of STS. However, the participants were might be at risk in STS due to the survey result that they are “often” preoccupied with more than one person that they helped and that they find it difficult to separate personal life from a life as a helper. This was evident on the response of a participant, *“some cases of students involved suicidal tendencies or abuses. I am worried about the student that I don’t want him or her to leave beside me. Yet, my other works became affected. I sometimes cannot think of my other works.”*

Also, *“I visualized the scenarios being shared by the students. I imagined them and felt the pain in order for me to empathize with them and to understand their emotions. In the long run, it was really emotionally draining.”*

Despite of such result, the guidance designates were at lower risk in STS in terms of facing situations or activities that may remind them of the frightening experiences of the person that they have helped and they don’t have any intrusive and frightening thoughts as a result of helping others thus making them well.

On the other hand, the researcher realized that this kind of attribute would actually show a higher sense of altruism of a person who has high level of compassion satisfaction with high level of STS. This kind of person may continue to work effectively at their job and a short STS intervention program may help workout on the person’s compassion fatigue.

VI. CONCLUSION

The study revealed that majority of the teachers in secondary level who was appointed as guidance designates in Cadiz City were female. It was also seen that guidance designates in Cadiz City were likely to be chosen by their school heads from ages 31-40. In addition, 100% of the guidance designates for the school year 2019-2020 was found out that they have rendered services as guidance designates within 0-10 years. Most of the guidance designates handled English subjects as their area of academic assignment yet no noted guidance designates who were Math and Filipino teachers. These findings are suggestive of the status and nature of guidance in secondary level in the Division of Cadiz City.

As to the level of the professional quality of life of the guidance designates, it showed that regardless of sex, age, length of service and area of academic assignment, the guidance designates in Cadiz City showed an average level in compassion fatigue. The guidance designates in Cadiz City were likely to be neutral in terms of efficacy at work as guidance designates and most likely they have a good deal upon facing stressful events related to taking care of others. These teachers as guidance designates were prone to compassion fatigue due to the nature of their work. Such recognition of being at risk in compassion fatigue, the guidance designates’ attribute may suggest on how they settle emotional residues due to empathetic engagement through their own coping abilities. It was also noted that guidance designates who were 21-30 years old as well as those who were in ESP or Social Science as the area of academic assignment, showed a high level of interest towards helping others due to a high level of compassion satisfaction. Guidance and Counseling is an allied course of Education specifically in the field of Social Science. The interest and nature of the area of academic assignment of the guidance designate is much inclined towards the nature of work of guidance designates.

Having a high compassion satisfaction level with moderate to low level of burnout and secondary traumatic stress is the most positive result. It signifies that these guidance designates with such state of professional quality of life get much positive reinforcement from their work. These individuals were effective either as an individual or within their institution. Also, guidance designates with such professional quality of life may help the student feel safe and assure that they were being cared by

guidance designates who can work efficiently, can engage empathetically and may address concerns objectively as they were not bothered by their personal issues.

Lastly, the researcher can conclude that the professional quality of life of the guidance designates were not solely affected by the teacher – student interaction. Other factor such as work environment can also lead to compassion fatigue. Somehow, regardless of a poor work environment, the guidance designates could still feel compassion satisfaction upon providing help and care.

VII. RECOMMENDATIONS

Based from the conclusions drawn in the study, the recommendations were given by the researcher to ensure that the guidance designates will be able to have a positive professional quality of life:

First, the key to success towards empathetic engagement lies within the guidance designates. Thus, the Professional Quality of Life Scale shall be administered to the guidance designate quarterly to monitor the guidance designates' compassion satisfaction and compassion fatigue level. Such monitoring would help also check the state of well – being of the guidance designates.

Second, the school administrators must ensure that the working conditions of the teachers should be arranged in a way where the teacher can enhance their performance as guidance designate. The school administrators must also consider the needs of the guidance designates like an ideal work environment and reinforce a clear function and role of the guidance designates.

Third, the Department of Education – Division of Cadiz City must give opportunities for the guidance designates in enhancing their knowledge and skills through professional trainings not limited to career guidance. Mental health programs and enhancement of compassion satisfaction must be considered by the administration.

Fourth, mental health professionals and non – profit organizations can collaborate with the Department of Education and other government agencies in promoting wellness and matters that is linked to cost of serving and caring for others.

Lastly, it is recommended to the future researchers to conduct related studies towards professional quality of life with wider scopes along with other concerns and needs of the guidance designates where there has been limited studies about such role. Future researches to be conducted which explore on the following topics:

- a. The coping mechanisms of the guidance designates with high compassion satisfaction level with moderate to low level of compassion fatigue.
- b. The critical months in a school year where the guidance designates are at higher risks towards compassion fatigue.
- c. The exploration on the areas or concerns of the guidance designates that may lead to a higher level of burnout and compassion fatigue.
- d. The level of support of the school administration towards the guidance designates and the implementation of guidance services
- e. Other factors that may affect the professional quality of life of the guidance designates like personality and ego resiliency.

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