

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

Nowadays, teachers have various roles to accomplish. Teachers need to be competent in their responsibilities towards their students as part of fulfilling their roles professionally. One important teacher role in school is to provide guidance and counseling to students. In the guidance and counseling literature, these two words have different meanings. According to Georgiana (2015), guidance refers to helping students' whole-person development, while counseling is frequently targeted at helping students with problems. Teachers inside the school engage themselves in guiding students to help achieve the desired competencies. In a study conducted by Georgiana (2015), school counselors viewed teachers as capable in taking action at the class level to address certain situations. Thus, reducing the number of cases for the school counselors' attention. However, the high expectations for teaching and result of student curriculum requirement gives intense pressure for educational success; all of these results to emotional turmoil. According to Jack, (2017), not only are school counselors struggling to meet the demands of multiple persons, they are also trying to juggle the debate over role definition. School counselors are encouraged to be involved in both the academic and mental health concerns of the students. With these various demands, fulfilling all expectations can be extremely difficult.

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).

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. However, 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.

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.

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 and Charles Figley (cited in Galiana, (2017)). 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).

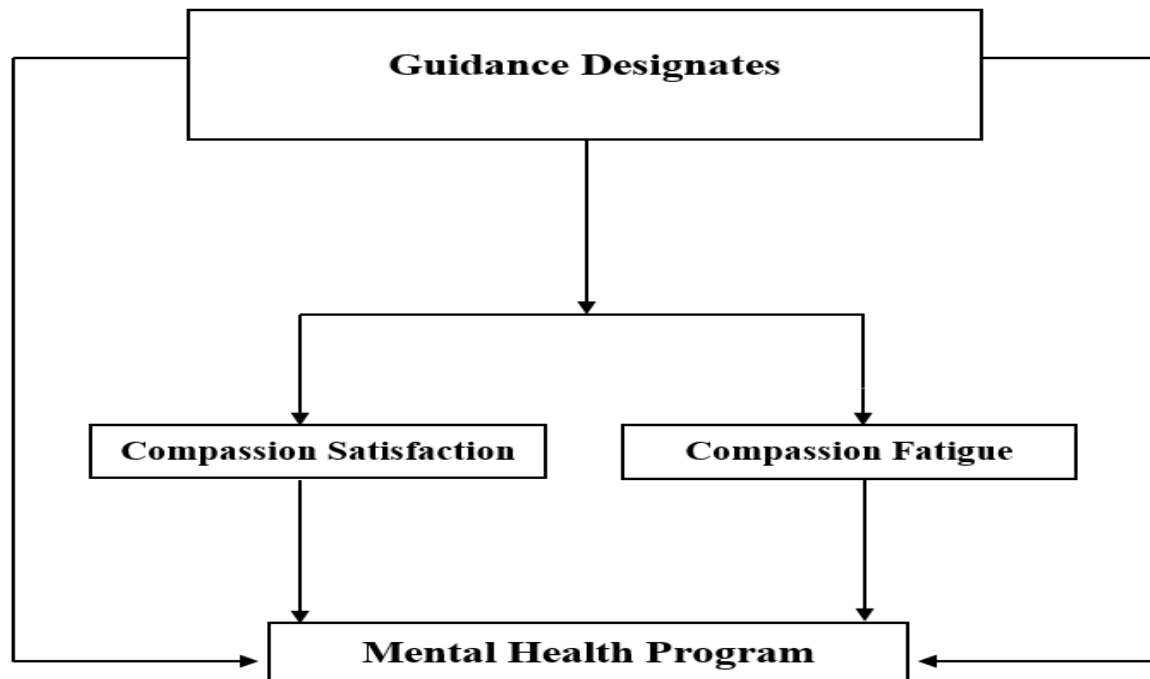
Due to the respected findings and numerous studies conducted by the proponents of the CS – CF Theory and other researchers on the beauty of compassion satisfaction and the quality of life itself, The Compassion Satisfaction – Compassion Fatigue (CS – CF) Theory is considered relevant in this study for 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. REVIEW OF RELATED LITERATURES AND STUDIES

The compassion fatigue is a term associate with stress and burnout. Most professionals who encounter traumatized individuals are at risk of developing compassion fatigue, and it is a growing concern within school settings. 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). Compared to stress, compassion fatigue is described in form of different stress. This suggest that the large amount of stress occur can be emotionally devastating, and even unavoidable that increase the person's susceptibility. There are signs of compassion fatigue. There includes avoidance, sadness, detachment and changes. Potential detrimental affect not only the ability of the student nurse to learn the school environment (Jack, 2017).

In opposition to compassion fatigue, here comes compassion satisfaction. According to Stamm, (cited in Galiana, 2017), it has been conceptualized as the pleasure or the positivity derived from helping others. In a study conducted by Gleichgerrcht, and Decety, (2013), compassion satisfaction was strongly linked with empathic concern, perspective taking and altruism, while compassion fatigue (burnout and secondary traumatic stress) was more closely associated to personal distress and alexithymia. Also, the study showed that gender had a highly selective result on empathic concern, with women showing higher values, which led to a wide range of negative and devalued feelings. On the other hand, years of experience did not influence dispositional measures as such after controlling for the effect of age and gender. Care providers quality of life has developed as a growing issue of interest in well-being

literatures, centered on concerns about professionals' compassion within the context of work. The backbone of compassion is where the provider has felt the suffering and misfortune of another person. Empathy allows a person to care with his peers, friends and family member in the manner the person felt the care. (Luke, Gilbride, and Goodrich, 2017).

Burnout is one of the elements of Compassion Fatigue. It is associated with feeling of hopelessness and difficulties in dealing with work and in doing one's job effectively. According to Maslach C., as cited by Galiana, L. et al., (2017), burnout has been defined as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. It has been applied to almost every occupation in which exists a care relation. In the same author, cited by Baniewicz (2015) when there is imbalance, the employee's risk of becoming less effective and dissatisfied is heightened. Burnout is also defined as physical and mental capacity affected that brings negative self-concept and attitude (Limberg, Lambie, and Robinson, 2017).

On the other hand, according to Mullen and Gutierrez (2016), given the intimate and emotional nature of counseling, counselors are often highly susceptible to counselor burnout. Scholars have reported on how important it is for counselors to find strategies that mitigate stressful scenarios and prevent burnout. The burnout is conceptualized with unremitting stress that escalate into crisis and result of secondary experience. This is identified with the unique relationship between the stress and burnout. Based on the study conducted by Mullen and Gutierrez (2016), burnout and stress have significant negative correlation with direct service and school counselling.

Secondary Traumatic Stress (STS) is another element of Compassion Fatigue. It is about one's work-related, secondary exposure to extremely or traumatically stressful event. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. You may see or provide treatment to people who have experienced horrific events. The symptoms of Secondary Traumatic Stress are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event (Baranowsky, n.d).

In addition, according to Figley as cited by Galiana (2017), burnout and secondary traumatic stress can take place together, and when it happens professionals suffer from compassion fatigue, a reduction in professional's capacity or interest to be empathetic to patients. However, according to Figley as cited by Chernoff (2016), a person may exhibit signs of secondary traumatic stress quickly but the recovery rate is faster compared to individuals who experiences burnout.

However, there is a dearth of research, understanding, or acknowledgement of how it affects educators, according to Hydon cited in Lander, 2018 despite of STS is now well understood in various helping professions. Same sentiment was expressed by Groves cited in Lander, 2018 that the stressors faced by teachers, school counselors and administrators in their schools were recognized but did not realize that their symptoms were a common reaction to working with traumatized children — and that these symptoms had a name.

ProQOL Scale is widely used as an individual assessment for risk management and intervention strategic planning as well as a guide for supervision and training for early intervention, risk reduction, and resilience building. Ross (2014) cited that utilizing the ProQOL Scale to assess Compassion Fatigue, Burnout, Secondary Traumatic Stress, and Compassion Satisfaction supports the reported field experience and some research documenting that organizational prevention programs are believed to help maximize

helpers' well-being (CS) and reduce the risks for developing compassion fatigue and secondary trauma. In addition, according to Duarte (2017), the ProQOL – 5 is an adequate tool to evaluate professional quality of life which may be valuable for designing effective programs to tackle exhaustion and compassion fatigue, and promote satisfaction with one's work.

In a study conducted by Pineo, et al. (2014) on the quality of professional life of special educators, the results showed that there was a significant relationship between secondary traumatic stress and the teachers' gender. The results also showed that a significant relationship was found between the professional satisfaction and the teachers' age.

Moreover, a study conducted by Ollison, J. (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).

On the other hand, a study was also conducted by Yalçın, S and İsgör, (2017) on the teacher's professional life quality levels in terms of the positive psychological capital. The results showed a significant positive correlation between the teachers' professional life qualities and positive psychological capital levels. Another result obtained from the research was that teachers' professional life qualities were a significant predictor on their positive psychological capitals. The results 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.

According to Baniqued, and Castronuevo, (2018) the guidance counseling in the Philippines is define as profession that involves the use of integrated approach in development and well-function of individual in helping, utilizing, fullest and accordance with the interest, abilities and needs (Guidance and Counselling Act, 2004). The Guidance counselor functions enumerated by law include learning, counselling, psychological testing, research, referral, and teaching. The counselling shares advocacy, public policy, professional standard and research. The advocacy directed in societal issues, social justice that overseas working family, issues that create parameter in how things change (Cook, 2015).

The school counselor is expected to provide the effective service among student in promoting emotional, career development and academic need where it stressful and poorly define requirement. The School counselor have multiple professional duties, direct service, individual counseling, and indirect programs. This demand for the performance of unrelated school counseling professionals (Mullen and Crowe, 2017). School counselor feels ambivalent in their job between the actual practice of school counselor. The inconsistency between the school counseling practice, and expectation that suffer stress and burnout that have negative influence their job satisfaction (Gnilka, Karpinski, and Smith, 2015).

Nevertheless, school counselors face multiple and competing responsibilities that lead to stress, emotional exhaustion, empathy, impairment, and or resignation. It consistently requires compassion and empathy for students in emotionally challenging situations. They are expected to deliver career education, work with parents, and attend administrative tasks (Matias, and Wentzel, 2017). The school counselor becomes exhausted, stressed and burned out in attempting to balance the professional requirements (Blount, and Lambie, 2018).

It is likewise important that the supervision of guidance designees in schools must be strengthened. According to the study of Merriman (2015), compassion fatigue has been documented as an occupational hazard in counseling. On Merriman's study in 2015, supervision benefited the counselor interns, enabling professional growth, acquire specific skills and self-efficacy. It is also imperative to educate the counselor interns about compassion fatigue and risk factors, provide them a wellness program and provide them practical coping skills and strategies to cope with compassion fatigue in their actual work or practice. It is necessary that a wellness program be provided to address burnout.

In a study conducted by Papazoglou, (2017), a hierarchical linear regression indicated that years of experience, compassion satisfaction, and compassion fatigue were significant predictors of burnout. Burnout has significant impact on the police officers' mental and physical health and it appears to be associated with burnout among police officers. In helping professionals like midwives, a study was conducted by Cohen, et al., (2017) on the exposure to traumatic events at work, posttraumatic symptoms and professional quality of life among midwives. The results showed that high levels of compassion satisfaction which may mitigate, at least to some degree, the negative aspects of compassion fatigue. Posttraumatic stress disorder levels significantly and positively correlated with secondary traumatic stress and burnout. Also, seniority was significantly and positively correlated with burnout and Posttraumatic stress Disorder symptoms.

In addition to this related literature on care providers, based on the study conducted by Gnilka, Karpinski, and Smith, (2015), professionals working in the landscape of death and dying frequently are exposed to existential issues, psychological challenges, and emotional distress associated with care at the end of life. Identifying factors that help professionals cope with frequent exposure to issues related to mortality could enhance palliative care providers' and patients' quality of life. Moreover, self-care and awareness positively predicted professionals' competence in coping with death, and this, together with awareness, positively predicted compassion satisfaction and negatively predict compassion fatigue and burnout.

On the other hand, according to Zeman, et al. (2017), assuming the role of teacher and mentor to field – work student at the same time managing one's caseload may add to potential stress. 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.

Generally, 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.

In the study conducted by Baniewicz, 2015, it indicated that individuals who utilized an emotion focused or problem-focused coping style were less likely to experience symptoms of burnout. Participants who worked directly with those individuals who had experienced trauma experienced levels of burnout similar to those who had not, but experienced significantly higher levels of secondary traumatic stress. Furthermore, participants who worked a high number of hours per week and utilized an emotion – focused coping style were at higher risks for developing symptoms of burnout. Participants who utilized an avoidant coping style experienced low levels of compassion satisfaction; those who had experienced abuse in their past were at highest risk for developing symptoms of secondary traumatic stress. Access to effective supervision was related to lower levels both of burnout and of secondary traumatic stress. These findings support conceptualizing burnout and secondary traumatic stress as separate constructs, and also provide insight into risk factors for the development of negative symptoms in employees working with traumatized youth in a residential treatment setting.

On the other hand, in addressing compassion fatigue, a study was conducted by Decker, et al., (2015) on the mindfulness, compassion fatigue, and compassion satisfaction among social work interns. The data revealed that greater levels of mindfulness positively correlated with greater potential for compassion satisfaction while lower levels of mindfulness increased a student's risk for compassion fatigue. Results suggest that mindfulness may be an important variable in mitigating compassion fatigue and increasing compassion satisfaction for helping professionals.

In addition, a similar study conducted by Cuellar, (2018) on mindfulness as a moderator of clinician history of trauma on compassion satisfaction, the results showed that mindfulness moderated the association between a clinician's history of trauma and compassion satisfaction. Findings also show mindfulness to be significant in supporting a clinician's experience with compassion satisfaction. It was also added that future researches can be conducted in relation to mindfulness since it served as protection for clinicians in order to endure and enjoy their work. The implications of the study conducted by Cuellar, (2018) considered for clinicians, counseling training programs, and agency employers.

Moreover, a study conducted by Thompson, et. al (2014) on transactional stress and coping theory which explored the contributions of counselor gender, years of experience, perceived working conditions, personal resources of mindfulness, use of coping strategy, and compassion satisfaction to predict compassion fatigue and burnout. The results showed that counselors who reported less maladaptive coping, higher mindfulness attitudes and compassion satisfaction, and more positive perceptions of their work environment reported less burnout. Also, in the study conducted by Donahoo, et al. (2017) that there was a significant improvement on the ProQOL of the teachers with the use of mindfulness and prayer. Mindfulness is recommended as one of the most well-studied and effective forms of counselor self-care, providing relief from the risk factors associated with burnout and enhancing protective factors. (Friedman, 2017).

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.

Furthermore, 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).

Doing the review of the related literature has helped explain and establish strong background on compassion satisfaction and compassion fatigue. It is essential to gain deeper understanding of the factors that led to compassion satisfaction and compassion fatigue as compassionate care from helping professionals are necessary. Many literatures are relevant and mostly anchored to the theory of Stamm in compassion satisfaction and the ProQOL Scale and Charles Figley for compassion fatigue as cited by Merk, (2018). The literature on compassion fatigue provided relevant information on its background, particularly the causes, signs, symptoms, and negative effects to one's quality of life. While for compassion satisfaction, it will always be rewarding to extend care and concern towards the clients or patients which leads to contentment and happiness at work.

The positivity shared by the literatures on compassion satisfaction, gave way to the literature review of the Professional Quality of Life (ProQOL) Scale and other care providers or helping professionals. Several researches have been conducted worldwide upon using ProQOL, specifically studies on the nature of work of care providers. It shows that ProQOL has passed through rigorous validation and designed to assess one's quality of life. Thus, it is relevant to be used in this study.

On one hand, the literatures on care providers as well as the professional quality of life of teachers showed significant information on what is the cost of caring of these helping professionals. It showed that such experiences are not only unique to guidance related work. Various predictors and clues were shown on how vulnerable these care providers are. Thus, these should be considered to improve one's professional quality of life.

On the other hand, the literatures in burnout and secondary traumatic stress shed light on the relation of these two towards compassion fatigue. Risk factors, symptoms and adverse effects of these two were fully cited on the literatures. It was evident that employees who experience either burnout or secondary traumatic stress suffer personally and professionally. With literatures on how to combat compassion fatigue, burnout and secondary traumatic stress, led to the literature review on coping. The review on coping points out the importance of coping process, individually and organizationally which later on could define the success revolving around enhancing compassion satisfaction and reducing compassion fatigue.

Researches have been conducted exploring the cost of care of helping professionals through the lens of compassion satisfaction and compassion fatigue. However, there has been limited research from a strength-based perspective specifically with teachers as guidance designate in the Philippines. This study aims to add to the literature and explore the professional quality of life of teachers as guidance designates.

V. 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

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.

VI. 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 2: 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.

➤ *A proposed mental health program for guidance designates*

Guidance designates are at risk in compassion fatigue as they may encounter stressful events due to the nature of their work. Caring and compassion are required in providing care and guidance towards students and peers. The guidance designates at times may feel worn out and stress as caring and compassion require deep interest and empathetic engagement. Thus, it generally affects the mental health of the guidance designates.

This mental health program is designed to protect the guidance designates against compassion fatigue and boost their compassion satisfaction. The program intends to enhance their awareness on the importance of mental health towards the professional quality of life of the teacher – guidance designates as care providers. The mental health program for guidance designates is composed of three modules with series of relevant content and exercises to help the guidance designates combat psychological distress and promote self – care.

The three modules consisted of the following topics:

I. Mental Health is Wealth

1. Mental Health Matters

- Basic Dimensions of Mental Health and Well – being
- Checklist 1: What is Your Wellness level?

II. Cost of Caring

1. Professional Quality of Life

- ProQoL Scale – 5

2. Impacts of Compassion Fatigue

- Activity 1: I Can Show Empathy
- Personal impact of Compassion Fatigue
- Activity 2: Living with Compassion Fatigue

III. Compassion Satisfaction: Steps to healthy caregiving

1. Intervention

Pre – assessment

- Checklist 1: Are The Signs And Symptoms Building Up?
- Checklist 2: How Are You Doing With Self – Care?
- Exercise 1: Action Plan for Distress Management

- A. Self – Directed
 - Cognitive – Behavior Techniques Intervention
 - Self – help Form 1: Identifying The Situation, Feelings And Thoughts
 - Self – help Form 2: Analyzing What Effects These Thoughts And Beliefs Have On You
 - Self – help Form 3: Learning About Cognitive Distortions (11 Ways To Make Yourself Miserable)
 - Self – help Form 4: How To Recognize Distortions In Your Thinking
 - Self – help Form 5: Reviewing The Evidence For Your Negative Thought(s)
 - Self – help Form 6: De-Catastrophizing When Thinking The Worst
 - Self – help Form 7: Using the ADAPT format to deal with distress and associated negative thoughts
 - Mindfulness and Compassion
 - Mindfulness and meditation
 - Compassion
 - Exercise 2: How Are You With Acceptance And Compassion And What More Do You Need To Do For You?
- B. Peer or Supervisor Intervention
- C. Organizational Intervention
 - Checklist 3: How Healthy Is Your Workplace?
- D. Professional Intervention
 - Exercise 3: When Would You Seek Professional Help, And What Might Hold You Back?
- 2. Self – Care Plans
 - Personal Strategies for Prevention of Compassion Fatigue
 - Compassion Satisfaction
 - Building Resilience
 - Develop a Wellness/Self-Care Plan
 - Checklist 4: Self – Care Brainstorming
 - Worksheet 1: Self – Care Plan
 - Worksheet 2: Social Support System Directory

VII. 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.

VIII. 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.

It is highly recommended that all guidance designates be given a chance to join in the conduct of the proposed mental health programs as product of this research.

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.

Ethical Approval and Consent :

Ethical considerations were followed in the conduct of the study. The participants were given an informed consent to be part of the study.

REFERENCES

- Alcazaren, Lourdes C., (2018), Challenges Faced By The Guidance Counselors And Guidance Teachers In The Implementation Of Guidance Services In K To 12 Curriculum: Basis For An Enhanced Implementation Program
[https://www.depedroxii.org/download/berf/berf_2017/teaching_&_learning_\(2017\)/TL%20Lourdes%20Alcazaren_Cotabato%20City.pdf](https://www.depedroxii.org/download/berf/berf_2017/teaching_&_learning_(2017)/TL%20Lourdes%20Alcazaren_Cotabato%20City.pdf)
- Australian Institute of Health and Welfare (n.d.)
<https://meteor.aihw.gov.au/content/index.phtml/itemId/181351>
- Baniqued, E., and Castronuevo, E., (2018), Role Reversals: Guidance Counselors' Coping Strategies and Professional Help Availment, THE BEDAN JOURNAL OF PSYCHOLOGY 2016 | VOLUME I, Retrieved from
<https://sanbedaalabang.edu.ph/bede/images/researchpublication/BedanJournalPsych/BJP2016v1-35.pdf>
- Baniewicz, M., (2015), Compassion Fatigue and Coping in Mental Health Professionals Working in Residential Treatment with Traumatized Youth, Student Dissertation, Philadelphia College of Osteopathic Medicine
- Baranowsky, Anna (n.d.) Compassion Fatigue Specialist Training. Traumatology Institute Training Curriculum. Toronto, Ontario.
- Bernstein Chernoff, Cara Rachel (2016) The Crisis of Caring: Compassion Satisfaction and Compassion Fatigue among Student Conduct and Behavior Intervention Professionals
 Graduate Theses and Dissertations. <http://scholarcommons.usf.edu/etd/6066>

- Blount, A. J., Lambie, G. W. (2018). Development and factor structure of the helping professional wellness discrepancy scale. *Measurement and Evaluation in Counseling and Development*, 51, 92–110. doi:10.1080/07481756.2017.1358060
- Carter, S. B., (2014). Are You Suffering from Compassion Fatigue?
<https://www.psychologytoday.com/us/blog/high-octane-women/201407/are-you-suffering-compassion-fatigue>
- Cohen, R. MA, Leykin, D., Golan-Hadari, D., Lahad, M., PhD. (2017) Exposure to traumatic events at work, posttraumatic symptoms and professional quality of life among midwives, *Vol. 50*, 1–8. doi:https://doi.org/10.1016/j.midw.2017.03.009
- Compassion Fatigue Awareness Project (2017)
<http://www.compassionfatigue.org/pages/pathtowellness.html>
- Cook, S. (2015) Job Burnout of Information Technology Workers. *International Journal of Business, Humanities and Technology*, 5(3).
- Cuellar, A., Atencio, D., Kelly, R. (2018). Mindfulness as a Moderator of Clinician History of Trauma on Compassion Satisfaction
<https://doi.org/10.1177/1066480718795123>
- Decker, J., Brown, J., Ong, J, & Stiney-Ziskind, C., (2015). Mindfulness, Compassion Fatigue, and Compassion Satisfaction among Social Work Interns, *Journal of the North American Association of Christians Social Work*, Vol. 1, Number 1, 28 – 62
- DepEd. Dissemination Of Republic Act No. 11206 (An Act Establishing A Career Guidance And Counseling Program For All Secondary Schools And Appropriating Funds Therefor), (2019) retrieved from https://www.deped.gov.ph/wp-content/uploads/2019/03/DM_s2019_028.pdf
- DepEd. Guidelines on the Organizational Structures and Staffing Patterns of Stand-alone and Integrated Public Senior High Schools retrieved from
http://www.deped.gov.ph/wp_content/uploads/2016/04/DO_s2016_19_0.pdf
- Diehm, R. Dr., MAPS MCCLP, Roland, D. Dr., MAPS, (2015). The impact of secondary exposure to trauma on mental health professionals, *InPsych*, Vol. 37, 1,
<https://www.psychology.org.au/inpsych/2015/february/diehm>
- Donahoo, et al. (2017). Addressing Compassion Fatigue and Stress of Special Education Teachers and Professional Staff Using Mindfulness and Prayer
<https://doi.org/10.1177/1059840517725789>
- Duarte, J. (2017). Professional quality of life in nurses: Contribution for the validation of the Portuguese version of the Professional Quality of Life Scale-5 (ProQOL-5), *Análise Psicológica* 35(4) 529-542
doi: 10.14417/ap.1260
- Elliot, K., Elliot J., and Spears, S., (2018), As more students suffer from trauma, compassion fatigue is becoming a problem for teachers and administrators alike, Retrieved at:

- Estanislao, Susana, PhD, RGC, RP (2016). Exploring Resilience in Filipino Counseling Professionals: Levels and Resources in Managing Life Transitions. Retrieved at: <http://www.pacfa.org.au/wp-content/uploads/2014/05/SUSANA-ESTANISLAO-PRESENTATION.pdf>
- Friedman, K. (2017). Counselor Self-care and Mindfulness, *Contemporary Buddhism*18(2) 321-330
doi: 10.1080/14639947.2017.1373437
- Galiana, L. PhD, Fernanda, A. MAb, Amparo O., PhD, Sansó N., PhD, Benito, E. MD, PhD (2017). Compassion Satisfaction, Compassion Fatigue, and Burnout in Spain and Brazil: ProQOL Validation and Cross-cultural Diagnosis, Volume 53, Issue 3, 598–604
<https://doi.org/10.1016/j.jpainsymman.2016.09.014>
- Geoffrion, S., Lamothe, J., Morizot, J., Giguère, C. (2019). Construct Validity of the Professional Quality of Life (ProQoL) Scale in a Sample of Child Protection Workers
doi.org/10.1002/jts.22410
<https://onlinelibrary.wiley.com/doi/full/10.1002/jts.22410>
- Georgiana, Dumitru (2015). Teacher`s Role as a Counsellor, *Procedia - Social and Behavioral Sciences*, 180, 1080 – 1085
doi: 10.1016/j.sbspro.2015.02.211
- Gleichgerricht E, Decety J (2013) Empathy in Clinical Practice: How Individual Dispositions, Gender, and Experience Moderate Empathic Concern, Burnout, and Emotional Distress in Physicians. *PLoS ONE* 8(4): e61526.
<https://doi.org/10.1371/journal.pone.0061526>
- Gnilka, P. B., Karpinski, A. C., Smith, H. J. (2015). Factor structure of the counselor burnout inventory in a sample of professional school counselors. *Measurement and Evaluation in Counseling and Development*, 48, 177–191. doi:10.1177/0748175615578758
- Great School Partnership (2014). The Glossary of Education Reform
<https://www.edglossary.org/content-area/>
- Gutierrez, D., Mullen, P. R., Fox, J. (2016). Emotional Intelligence & the Counselor: Examining the Relationship of Trait Emotional Intelligence to Counselor Burnout, Vol.38, No.3,187-200
<https://doi.org/10.17744/mehc.38.3.01>
- Gutierrez, D., Mullen, P. R., Fox, J. (2017). Exploring emotional intelligence among master`s-level counseling trainees. *Counselor Education and Supervision*, 56, 19–32. doi:10.1002/ceas.12057
- Hunsaker, S. MSN, CPEN, CEN, Hsiu-Chin, C. PhD, RN, EdD, Maughan, D. PhD, RN, Sondra H. MS (2015). Factors That Influence the Development of Compassion Fatigue, Burnout, and Compassion Satisfaction in Emergency Department Nurses
<https://doi.org/10.1111/jnu.12122>
- Jack, K., (2017), The meaning of compassion fatigue to student nurses: an interpretive phenomenological study, *Journal of Compassionate Health Care*20174:2, <https://doi.org/10.1186/s40639-017-0031-5>

- Lander, Jessica (2018). Secondary Traumatic Stress for Educators: Understanding and Mitigating the Effects
Retrieved from <https://www.kqed.org/mindshift/52281/secondary-traumatic-stress-for-educators-understanding-and-mitigating-the-effects>
- Li, K. M. (2015). Learning styles and perceptions of student teachers of computer-supported collaborative learning strategy using wikis. *Australasian Journal of Educational Technology*, 31(1), 32-50.
- Limberg, D., Lambie, G. W., Robinson, E. H. (2017). The contribution of school counselors' altruism to their degree of burnout. *Professional School Counseling*, 20, 127–138. doi:10.5330/1096-2409-20.1.127
- Luke, M., Gilbride, D., Goodrich, K. M. (2017). School counselors' approach to ethical decision making. *Journal of Counselor Leadership and Advocacy*, 4, 1–15. doi:10.1080/2326716X.2016.1223569
- Malate, Gerald (2018). Revisiting the Guidance Advocate in Every Teacher
<https://www.slideshare.net/dlaregetalam/revisiting-the-guidance-advocate-in-every-teacher>
- Mateo, Niño Jose, (2018), Life Satisfaction Predicts Positive Workplace Outcomes Among Filipino Guidance Counselors, *Philippine Journal of Psychology*, 51(1), 81-9
- Mathias, C.T. & Wentzel, D.L., 2017, Descriptive study of burnout, compassion fatigue and compassion satisfaction in undergraduate nursing students at a tertiary education institution in KwaZulu-Natal, *Curationis* 40(1), a1784.
<https://doi.org/10.4102/curationis.v40i1.1784>
- Merk, T. (2018), Compassion Fatigue, Compassion Satisfaction & Burnout among Pediatric Nurses Cincinnati Children's Hospital Medical Center
doi: <https://doi.org/10.1016/j.amj.2018.07.014>
- Merriman, J. (2015). Enhancing Counselor Supervision Through Compassion Fatigue Education
<https://doi.org/10.1002/jcad.12035>
- Mohan (2015), (PDF) A Study On Work Life Balance Of College Teachers In Sivakasi.
- Mullen, P. R., Crowe, A. (2017). Self-stigma of mental health concerns and help seeking among school counselors. *Journal of Counseling & Development*, 95, 401–411. doi:10.1002/jcad.12155
- Nassaji, Hossein (2015). Qualitative and Descriptive Research: Data Type versus Data Analysis
<https://doi.org/10.1177/1362168815572747>
- National Institutes of Health. (2018). Consumer health informatics research resource
<https://chirr.nlm.nih.gov/age.php>
- Newman, Tim (2018). Sex and gender: What is the difference?
<https://www.medicalnewstoday.com/articles/232363.php>
- Ollison, J., (2019). Compassion Fatigue: How California Can Improve Teacher Retention
Retrieved from <https://www.mindfulschools.org/inspiration/compassion-fatigue-how-california-can-improve-teacher-retention/>

- Papazoglou K., Koskelainen M., Stuewe N. (2017). Exploring the role of compassion satisfaction and compassion fatigue in predicting burnout among police.
doi: 10.5958/2394-2061.2018.00020.4
- Pineo, Christodoulou, et al. (2014). Quality of Professional Life of Special Educators in Greece: The Case of First-degree Education
doi: 10.5923/j.edu.20140402.02
- Ross, L. A. Psy. D. (2014). Professional Quality of Life Scale-5, The National Child Traumatic Stress Network, <https://www.nctsn.org/measures/professional-quality-life-scale-5>
- Sansiervo, Gina. (2016). Challenges & advantages of collaborative learning: developing workforce readiness in students. Retrieved from <https://www.seenmagazine.us/Articles/ArticleDetail/articleid/5613/challenges-amp-advantages-of-collaborative-learning>
- Simpson, L. R., & Starkey, D. S. (2006). Secondary traumatic stress, compassion fatigue, and counselor spirituality: Implications for counselors working with trauma. Retrieved March 22, 2007, from <http://www.counselingoutfitters.com/Simpson.htm>
- Stamm, B.H. (2010). Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL). The ProQOL Concise Manual., 8 – 10 www.proqol.org.
- Thompson, I., Amatea E., and Thompson, E. (2014). Personal and Contextual Predictors of Mental Health Counselors' Compassion Fatigue and Burnout. *Journal of Mental Health*, Vol. 36, No. 1, 58-77.
<https://doi.org/10.17744/mehc.36.1.p61m73373m4617r3>
- Tuazon, M., Fernandez, K., Catipon, M., and Trivino-Dey, L., (2012), Counseling in the Philippines: Past, Present, and Future, in *Journal of counseling and development: JCD* 90(3) · July 2012, DOI: 10.1002/j.1556-6676.2012.00047x, 263731178_Counseling_in_the_Philippines_Past_Present_and_Future
- Yalçın, S and İsgör, I., (2017). Investigating Teacher's Professional Life Quality Levels in Terms of the Positive Psychological Capital
<https://doi.org/10.5539/ies.v10n5p1>
- Zeman, E. & Harvison, N. (2017). Burnout, Stress and Compassion Fatigue in Occupational Therapy Practice and Education: A Call for Mindful, Self – Care Protocols
<https://doi.org/10.31478/201703g>
- https://www.naesp.org/sites/default/files/Elliottetal_ND18.pdf
- <https://jcompassionatehc.biomedcentral.com/articles/10.1186/s40639-017-0031-5>