



Counselling Psychologists' Quality of Life at Work as A Function of Compassion Satisfaction and Compassion Fatigue

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ABSTRACT: To what extent do people enjoy their time spent caring for others constitutes their working life's quality. There are advantages and disadvantages that affect the way people in helping professions live their lives. These teacher-guidance designations were the subject of the current descriptive research. Specifically, the research looked at how significantly different the three aspects of professional quality of life varied from one another. Twenty secondary school educators from Cadiz City's Division participated in the study. Focus group discussions were guided by an interview guide and the ProQoL - 5 Scale, a psychometric instrument for measuring occupational satisfaction. The data was analysed by means of the frequency distribution, the mean, the Mann-Whitney U test, and the Kruskal-Wallis test. The results suggest that guidance designees aged 21–30 report feeling a lot of sympathy from their superiors. In addition, guidance counsellors who were responsible for teaching Social Studies reported high levels of compassion fulfilment. However, there was no statistically significant difference in the sexes, ages, fields of expertise, or lengths of service of the guidance designates when it came to their professional quality of life. Participants reported typical levels of both job satisfaction and burnout.

KEYWORDS:., Counselling Psychologists, Mental Health Professionals

I. INTRODUCTION

Today's educators must be adept at juggling a number of responsibilities. Teachers must have the skills necessary to fulfil their duties to their pupils. Counselling and advising pupils is a crucial part of a teacher's responsibilities in the classroom. These terms signify various things in the context of advice and counselling texts. According to Georgiana [1], counselling often focuses on solving specific difficulties, whereas guiding focuses on the student as a whole. Inside the classroom, teachers actively work to help their pupils develop the skills they need to succeed. School counsellors believe that instructors may take action in the classroom, according to a research by Georgiana [1]. Consequently, fewer students will want the assistance of school counsellors. However, the great pressure for educational performance is a direct consequence of high expectations for teaching and the outcomes of student curriculum requirements, both of which contribute to mental distress. Jack [2] argues that school counsellors have challenges beyond just juggling various people's needs because of the ongoing dispute about their roles. Counsellors in schools are urged to address pupils' emotional and intellectual needs. It might be quite challenging to meet everyone's expectations under these circumstances.

As the educational system in the Philippines adapts to meet the changing demands of Filipino society, the value and need of guidance and counselling services have become more obvious. The Guidance and Counselling Act of 2004 (Republic Act No. 9258) mandates that schools pick their guidance counsellors with great care.

By requiring all professional guidance counsellors to pass a rigorous licencing test before they can practise, R.A. No. 9258 ensures that all students and customers get the high-quality services and programmes they deserve.

. It was stressed once again that only a certified guidance counsellor is legally permitted to provide counselling services. The Guidance and Counselling Act of 2004 specifies that any group or organisation seeking to operate a guidance and counselling office or centre, or engage in the practise of guidance and counselling, must first show that it will employ only licenced guidance counsellors.

Alcazaren [5] found that newly allocated guidance counsellor - designate are not vertically align in terms of educational qualification, which is a problem when trying to introduce advice services in the K–12 curriculum. An inexperienced guidance designee may be less effective and less able to settle problems objectively. Therefore, their personal and professional happiness as guiding delegates may be compromised.



II. COMPASSION FATIGUE

Some individuals who work in helping professions may experience emotional and physical exhaustion after years of service, and a new term, "compassion fatigue," captures this phenomenon. Traumatic stress is defined as "a state of tension and preoccupation with traumatically affected patients characterised by reliving the traumatic events, avoiding or numbing reminders, and persistent arousal." Two distinct phases of compassion fatigue have been identified. The symptoms of burnout, including weariness, irritability, anger, and sadness, are discussed in the first section. Secondary traumatic stress, an unpleasant emotion brought on by worry and anxiety at work, is discussed in the second section. Workplace injuries may be either direct or indirect.

Negative emotional, cognitive, and behavioural alterations, as well as depression and drug use disorders, are outcomes for doctors with compassion fatigue. Those who are naturally more compassionate and moved by the pain of others are at greater risk of experiencing compassion fatigue. Trauma-related stress may build up over time in healthcare settings. As a consequence, practitioners may experience compassion fatigue as the ensuing pain permeates every part of their life. Studies have shown that working with traumatised clients may take its toll on an individual's mental health, leading to compassion fatigue. A study of 600 social workers in New York City found that those who dealt with traumatised patients were more likely to suffer from compassion fatigue after the September 11th attacks.

Negative effects on practitioners' mental, emotional, spiritual, and social health have been linked to prolonged exposure to trauma work (Berzoff & Kita, 2010; Sprang, Craig, & Clark, 2011) and should be taken seriously. Donahue et al. (2012) found that medical professionals' ability to empathise with patients was negatively impacted by their exposure to vivid images of pain and suffering on a regular basis. Affected individuals may have symptoms that mirror those of their traumatised customers.

Unfortunately, teachers are often left out of advanced trauma and crisis management while being the primary recipients of such care.

As part of their professional duties, educators must possess the knowledge and skills necessary to complete their obligations to their pupils. However, instructors experience inner turmoil as a consequence of high expectations for instruction and the resultant severe pressure from students' curricular requirements to achieve educational achievement. It's plain to see that educators play several roles. Teachers have several obligations beyond the normal classroom duties and guidance-related activities. Teachers assigned to provide advice may find it challenging to put their own needs first if they are overworked and lacking in resources. Teachers and students alike may benefit much from practising self-care, particularly when it comes to providing support for pupils who are struggling. Teachers, therefore, work hard not just to fulfil the needs of the profession, but also to meet the demands and expectations of school administrators, students, and the community at large.

The purpose of this research is to contribute to the existing knowledge by investigating the financial burden of caring for educators from the perspectives of compassion satisfaction and compassion weariness. The impact of this occurrence on the personal and professional lives of guidance counsellor educators is the primary focus of this research. Researchers hope their findings will offer the foundation for a mental health programme that will help educators, mental health experts, guidance counsellors, and social workers do their jobs better and more efficiently.

This research aims, with backing and informative data, to recognise the complexities of the feelings the guidance targets may have been juggling and, more than likely, repressing, and therefore, to provide them with better assistance and advice.

III. COMPASSION SATISFACTION

Some mental health professionals thrive and even thrive in the wake of trauma, according to the findings of a recent study. They report more happiness and contentment in their lives and jobs. Compassion fulfilment describes this experience. Simply put, it's the emotion one feels after they've succeeded at what they set out to achieve. Being able to take pride in a job well done is important to what's called "compassion satisfaction" (Stamm, 2010). According to Radey and Figley (2007), mental health professionals need not succumb to burnout and compassion fatigue but can instead thrive by experiencing the joy of helping others. Compassion satisfaction is defined as a feeling of fulfilment that clinicians can experience when working with traumatised clients.

However, it seems that compassion fulfilment is "vital" (Figley, 2013) in the field of human services. Studies of clinicians' ability to demonstrate clinical empathy in the context of providing treatment back up this view (Gleichgerrcht & Decety, 2013). Findings showed a robust relationship between compassion fulfilment and traits including altruism, perspective-taking, and empathy. However, emotional suffering was shown to be associated with



burnout from helping others. All of the aforementioned compassion-related traits are essential for success in this industry and are highly prized by employers. Without perspective, a healthcare provider would be unable to see the whole picture of a patient's or individual's situation, much less provide effective, unbiased aid in improving it. Because of the mental and physical demands of the job, empathy and compassion are also necessary for job satisfaction. Decker et al. (2013).

IV. CONCLUSION

The current research aimed to investigate how years of experience, as well as levels of compassion fatigue and satisfaction, affected the quality of life of Counselling Psychologists in India. The sample size of the research was 150 participants. There was a substantial correlation between counselling psychologists' Compassion Satisfaction, Compassion Fatigue, and Work-Related Quality of Life. The two variables, compassion satisfaction and compassion weariness, were significantly correlated negatively. Workplace happiness was correlated favourably with one's level of compassion fulfilment. Compassion fatigue was shown to have a negative effect on job satisfaction. Workplace compassion fatigue was significantly related to overall compassion satisfaction. The statistics provide credence to the hypothesised connections between compassion satisfaction and compassion fatigue, as well as counselling psychologists' quality of life at work.

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