



COMPASSION FATIGUE AND ADVERSITY QUOTIENT AMONG PUBLIC SCHOOL TEACHERS IN STO. TOMAS CITY, BATANGAS AMIDST COVID-19 PANDEMIC

ADELIO D. CUETO

Mindoro State University
adcueto1183@gmail.com

ABSTRACT

Filipinos are known for being extremely helpful and empathic toward others. They enjoy giving back to others without expecting anything in return. As a result, when they work or do something, they become too attached or involved with it, even though it threatens their personal lives and the lives of their families. With that, the study determined the adversity quotient and compassion fatigue of public school teachers in Sto. Tomas City, Batangas. The study's respondents included 53 elementary teachers and 135 secondary teachers, for a total of 188. The descriptive-quantitative method of research was employed so as to fulfill the objective of the study. A standardized and self-constructed survey and test questionnaires that had gone through validation served as the main tools in data gathering. Statistical treatments applied to the gathered data included frequency and percentage, weighted mean, t-Test, ANOVA, and Spearman rho. The results revealed that the majority of the teacher respondents were 25–30 years old, females, married, under teacher 1 rank, with units in masters' degrees, less than five years in service, and teaching at the secondary level. The teacher-respondents have a high level of compassion fatigue and a very high level of adversity quotients in terms of control, ownership, reach, and endurance. Moreover, as to test for significant differences, there was a significant difference in the level of compassion fatigue when grouped according to civil status, except age, sex, rank, educational attainment, length of service, and teaching level. In addition, there are significant differences in the level of teacher-respondents' adversity quotient when grouped according to age and rank, except sex, civil status, highest educational attainment, length of service, and teaching level. Lastly, results showed that there is a significant relationship between the teacher and the respondents' level of compassion fatigue and adversity quotient. However, there was a very low degree of association between these variables. In light of the findings of the study, the study recommends the implementation of the proposed programs, which are intended to manage the teachers' compassion fatigue and adversity quotient.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Keywords: Teachers, Compassion Fatigue, Adversity Quotient

INTRODUCTION

Filipinos are known for being extremely helpful and empathic toward others. They enjoy giving back to others without expecting anything in return. As a result, when they work or do something, they become too attached or involved with it, even though it threatens their personal lives and the lives of their families. This is a common scenario in fields like psychology and psychiatry as well as fields like nursing, social work, physical therapy, teaching, and education.

The community of professionals whose work involves those who explicitly support others are called "helping and caring professionals." They meet and engage with people in crises, irrespective of the nature of their careers. Medical practitioners, such as physicians and nurses, are often confronted with patients in life-threatening situations. Psychologists, psychiatrists, and guidance counselors who work with clients with psychological issues are often faced with a wide range of psychological issues. Teachers responsible for their students' learning and affective needs face physical, social, and mental difficulties. Despite these problems, people who help people work hard to deliver and extend the services that the community has given them.

Teachers, in particular, have a large number of roles and obligations in their chosen occupation. They are often faced with adversity in their work. When the Taal Volcano erupted, creating dangerous debris in surrounding areas, the country was hit by disaster early on. Schools were forced to close to stop poisonous inhalation from the Taal Volcano ashes. The belligerent Tagalog people find no solace or even a short breathing time because COVID-19 has already started its menace. Its lethal spread is far more ominous than the problems posed by the eruption of Taal. Education was one of the most affected organizations. Due to the COVID-19 pandemic, almost all schools worldwide have been forced to close. Hundreds of millions of students around the world have stopped going to school.

Both then and now, teachers are tasked with ensuring that no student is left behind when it comes to learning, as required by the Department of Education. However, the response to the call for teachers to continue serving and providing education can result in burnout and stress, including physical pressure, work-related problems, and other environmental stressors, among other things. They may also find themselves in circumstances where their personal beliefs are

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



challenged, but they must behave in the best interests of their students. When they provide care to students in other contexts, they are at risk of mediating disruption or stress due to the frightening situations caused by the pandemic. Nonetheless, they are kept responsible for their students' continued learning, and compassion fatigue can arise due to this.

Compassion fatigue is a condition that teachers experience due to their noble careers. It's a disorder marked by mental and physical fatigue as well as a reduced capacity to empathize or show compassion for others, and it's often referred to as the "cost of caring." According to Franklin (2013), the compassion fatigue phenomenon can have a negative and detrimental impact on teachers and students. Compassion fatigue can also affect the teacher's ability to interact with students and alter the teacher's perception of job performance.

The word "compassion fatigue" was coined to describe teachers who were exhausted by their work. Figley (2012) coined the word "compassion exhaustion" to replace the term "secondary traumatic stress disorder," which he coined. He clarified that compassion fatigue is a product of deep engagement with a traumatized individual, not the actual case, and that PTSD is a result of the actual event. Teachers are known for their strong commitment to their work and the deep empathy they instill in their students.

Additionally, occupational stress and burnout resulting from compassion fatigue are widely regarded as risk factors for employees' health and safety. Particularly in these trying times, the human services sector is constantly changing, and working conditions in schools are becoming increasingly demanding and stressful. A healthy workplace, according to the World Health Organization (WHO), is one in which staff and managers collaborate to use a continuous improvement mechanism to protect and encourage the health, safety, and well-being of all employees, as well as the workplace's long-term viability (Burton, 2010).

A stressful lifestyle can also put people under a lot of stress, making them feel tired, hollow, burnt out, and helpless. Workplace stress can result in both physical and mental symptoms. Feeling permanently overworked or under-challenged, being under time constraints, or having disputes with co-workers are all possible triggers. The extreme dedication that leads to people ignoring their needs may also be to blame. Stress at work causes many problems, which is why people take sick leave. However, in some cases, improvements in the job environment and more tangible assistance in daily life will already assist with workplace problems.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



Teachers who face little stress, on the other hand, are more likely to be dedicated, inspired, and, most importantly, happy. These factors play a role in determining whether or not students can profit from the educational system. Teachers serve as role models because they are the pillars of society who assist students in growing and becoming future leaders and shoulder the burden of moving their country forward.

Working in a helping career, such as teaching, is emotionally, physically, and mentally taxing and stressful. When faced with adversity at work, emotional responses are caused. Professionals who work in this field must learn to control their emotions. This could jeopardize their whole well-being. All of these activities necessitate the development of resilience and coping skills. They must consider and control their feelings similarly to how they deal with adversity to be successful at work. These characteristics are essential for professionals in the teaching and education fields.

According to Stoltz (2017), the adversity quotient is the science of human endurance in which people perform skills in the face of adversity. He explains why some people do better than others when confronted with adversity. In today's fast-paced environment, teachers are increasingly subjected to the demands of speed, power, and skills to perform multifaceted tasks. It's unavoidable that they'll face challenges, demands, complexities, and adversity. Teachers face these difficult circumstances in their personal lives, schools, and communities. As a result, every faculty member's adversity quotient must be determined to decide how they handle adversity and resolve it when performing their teaching duties.

Over the years, many studies have looked at compassion fatigue and adversity quotient as different and distinct constructs. There have been studies on teachers' adversity quotient, but they were done under normal circumstances. Teachers' adversity must be investigated these days when the country is confronted with catastrophic calamities and health-threatening circumstances. It demonstrates that teachers can remain resilient in the face of adversity. Much of the Adversity Quotient (AQ) research has come from industry and industry research.

In contrast, the compassion fatigue studies were mainly conducted to help specialists in the military and medicine. Teachers are helpful and compassionate professionals too. As a result, the research is worthwhile among them. It gives teachers a thorough understanding of how to deal with the adverse consequences of the cost of care.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Despite the widespread interest in compassion fatigue and adversity quotients, there is little literature on the relationship between the two constructs. None has been investigated in the local environment. International and domestic studies found little to no evidence of a link between compassion fatigue and AQ®. It is reasonable to conclude that support professionals with a low degree of compassion exhaustion are more likely to have a high endurance level, despite the enormous amount of adversity they face as teachers. It still appears to be unexplored. People are in very various situations and are doing very different jobs. What is valid for people in the military or the medical profession cannot be applied to the entire pool of teachers. Even though studies have been conducted with a separate community of helping practitioners, it is time to focus on these two distinct constructs and broaden the literature to include all of the country's helping professions.

Furthermore, the contexts piqued the researcher's interest in determining the teachers' levels of compassion fatigue and adversity quotients. The study is timely because teachers, like other supporting professionals, are vulnerable to compassion fatigue. Teachers' daily interactions with students, as well as an overabundance of attachment to their job, can put them in danger. If they are not given the care they need, they can experience secondary traumatic stress and burnout, affecting their work commitment and job satisfaction. The findings of this study informed and raised consciousness among teachers about the dangers of compassion fatigue and the value of resilience. This work can also be seen as a starting point for creating a systematic development curriculum for teachers to increase their resiliency and ensure that they remain well-rounded, helping practitioners capable of dealing with and managing compassion fatigue.

Research Questions

The study aimed to identify the level of compassion fatigue and adversity quotient amidst COVID -19 Pandemic of public school teachers in Sto. Tomas City, Batangas.

Specifically, it will seek answers to the following questions:

1. What is the profile of the teacher- respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



- 1.4 highest educational attainment;
- 1.5 rank/position;
- 1.6 length of teaching experience; and
- 1.7 Teaching level?
2. What is the teacher – respondents' compassion fatigue level amidst COVID – 19 Pandemic?
3. What is the level adversity quotient of the teacher – respondents amidst COVID – 19 Pandemic be described in terms of:
 - 3.1 control;
 - 3.2 origin and ownership;
 - 3.3 reach; and
 - 3.4 Endurance?
4. Is there a significant difference in the respondents' compassion fatigue level when grouped according to profile variables?
5. Is there a significant difference in the adversity quotient of the respondents when grouped according to profile variables?
6. Is there a significant relationship between the respondents' level of compassion fatigue and adversity quotient?
7. Based on the results, what faculty development program may be proposed to help lessen/manage compassion fatigue and increase the resiliency of teachers in their adversities?

METHODOLOGY

This part presents the research design, respondents of the study, research instrument, data gathering procedure, and statistical treatment of data.

Research Design

The researchers utilized the descriptive quantitative method of research using the comparative and correlational approaches using a questionnaire as the main data gathering instrument to determine the level of compassion fatigue and adversity quotient of the public school teachers in Sto. Tomas City Division. Furthermore, unstructured interviews were used to complement data collected and provide additional insights critical to the analysis of the findings.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Respondents of the Study

The public-school teachers in the city were considered as research respondents to achieve the study's objective. As working professionals, public school teachers are appropriate for this study since they may be susceptible to compassion fatigue and struggle with resilience during this pandemic. The sample size was determined using a Raosoft Online Sampling Calculator in particular. The study respondents were a sample of 188 public school teachers from both the elementary and secondary levels in Sto. Tomas, Batangas drawn from a total population of 365. They were selected from four elementary schools: Sto. Tomas South Central School, San Jose Elementary School, San Juan Elementary School, San Vicente Elementary School, and two secondary schools: Sta. Anastacia - San Rafael National High School and San Pedro National High School. The one hundred eighty-eight (188) teachers who had participated in the study comprised 53 elementary teachers and 135 secondary teachers.

Research Instrument

The study used survey questionnaires in gathering the data needed for the study. In particular, the questionnaire for determining compassion fatigue was adopted from Dennis Portnoy (2016), from *Overextended and Undernourished: A Selfcare Guide for People in Helping Roles*. It is a 40 item –test designed to test an individual's compassion fatigue levels. On the other hand, the questionnaires for adversity quotient will be made by the researcher. The aforementioned research instrument comprised of 40 items for compassion fatigue and ten statements each for adversity quotient variables such as control, origin, ownership, reach, and endurance. The researcher sought permission to use the questionnaire for compassion fatigue from the author. However, the adversity quotient instrument has undergone content and face validation from the different experts in the field. Testing of its reliability was also done using the Cronbach Alpha through a pilot test to 20 non – respondents to make sure that the questionnaire was reliable and valid to use for data collection. The computed Cronbach alpha was .952, therefore, the instrument was reliable and valid to administer to the intended respondents.

Data Gathering Procedure

Before data gathering, the researchers first coordinated with concerned schools. Data gathering permits were also obtained from the management before conducting the actual survey to the teachers who served as the respondents of the study. The researcher maximized the use of Google form for an online survey. Likewise, the respondents conducted personal surveys to ensure a complete and high percentage of retrieval.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



During the survey, the google form survey was send to the respondents via Messenger, Email, and through their school head. An informal online and personal interview were also made to the teacher – respondents to validate and substantiate their responses. Then the responses from the questionnaires were retrieved, and data were tabulated and followed by the computation and interpretation through the help of a professional statistician.

Ethical Issues

To ensure the practice of ethical considerations, the researcher discussed the research objectives and assured all respondents that all the information coming from them was used for scholarly purposes only and would be treated with the strictest confidentiality. The researcher would ensure that the literature sources are appropriately acknowledged. Also, the researcher maximized the benefits accrued to the concerned participants and became an instrument in the positive change in the educational arena. Furthermore, the researchers disseminated the results to the respondents to be aware of the study's findings.

Statistical Treatment of Data

In order to generate reliable and valid results, the following statistical tools and test was used in the study. The Frequency and Percentage were used to count the number of respondents per profile variable. In addition, the Weighted Mean and Composite mean were used to determine the level of compassion fatigue and teachers' adversity quotient. While t- Test and One Way Analysis of Variance (ANOVA) were used to test the significant differences in the mean level of compassion fatigue and adversity quotient experienced by the respondents when grouped according to profile variables. Moreover, Spearman Rho was used to testing the significant relationships between the teachers' compassion fatigue and job satisfaction, teachers' compassion fatigue, and adversity quotient.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



RESULTS AND DISCUSSION

From the data, the following findings were obtained:

The results of the present study were summarized as follows:

1. Profile of the Teacher – Respondents

1.1 Age

The majority of the teacher-respondents belong to the age bracket of 25–30 years old, with the highest frequency of 73, or 38.8 percent. The least number of respondents belongs to those aged 46–50 years old, with the lowest frequency of 11 or 5.9 percent.

1.2 Sex

The greater number of the teacher respondents are females, with the highest frequency of 148, or 78.7 percent. The remaining 40 teachers surveyed, or 21.3 percent, are males.

1.3 Civil Status

Most of the teacher-respondents are married, with the highest frequency of 106, or 56.4 percent. This is followed by single teachers with a frequency of 75 or 39.9 percent. The number of widows and widowers was 5, or 2.7 percent, while the separated individuals obtained the lowest frequency of 2, or 1.1 percent.

1.4 Highest Educational Attainment

The majority of the respondents have units in a master's degree, with the highest number of respondents of 82, or 43.6 percent. This is followed by those who earned masters' and baccalaureate degrees with almost the same frequencies of 47 and 46, or 25.0 and 24.5 percent, respectively. The Doctorate degree has the lowest number of 5, or 2.47 percent.

1.5 Rank

Teacher I has the highest frequency of 110, or 58.5 percent, of all teacher-respondents in terms of rank. This is followed by Teacher III, which has a frequency of 41, or 21.8 percent. There are 26 teachers with the Teacher II rank, accounting for 13.8 percent of all teachers. Master teachers, on the other hand, had the lowest frequency of 11, or 5.9 percent.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



1.6 Length of Service

The majority of the teacher-respondents have been in service for 5 years or less, with the highest frequency of 78, or 41.5 percent. This is followed by those who have been with the institution for 6-10 years, who have a frequency of 52, or 27.7 percent. On the other hand, teacher respondents who have been in teaching for 16–20 years received the fewest responses, with 11 or 5.9 percent.

1.7 Teaching Level

In terms of teaching level, the high school level has the most respondents with a frequency of 135 or 71.8 percent. On the other hand, the elementary level has the fewest, with 53 respondents, or 28.2 percent.

2. Assessment of the Teacher - Respondents on the Level of Compassion Fatigue amidst COVID 19- Pandemic

With regards to the compassion fatigue level of the teacher-respondents, the highest weighted mean of 3.32 revealed that it is often easier for the teacher-respondents to "give" than to "receive" in relationships. In addition, the teacher respondents often try to smooth things out when people get upset, with the highest weighted mean of 3.22. On the other hand, the low weighted mean of 2.22 reveals that the teacher respondents sometimes feel anxious when they are not busy, while another relatively low weighted mean of 2.14 shows that teachers sometimes tell people how they will prefer to be treated. Lastly, the teacher-respondents sometimes also think that making mistakes means that they are weak, with the lowest weighted mean of 2.04. The computed composite mean of 2.61 indicates that the teacher-respondents have a high level of compassion fatigue in general.

3. Assessment of the Teacher – Respondents on the Level of Adversity Quotient amidst COVID – 19 Pandemic.

3.1 Control

In terms of control, the results showed that the teacher-respondents always recognize that unfortunate events are unavoidable, with the highest weighted mean of 3.36. Additionally, the teacher-respondents reported that they always focus on what they can handle and let go of what they cannot, with the second highest weighted mean of 3.35. The lowest weighted mean

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



of 3.01 indicates that teacher-respondents refuse to participate in any arguments or disagreements. In general, the level of adversity quotient of the teacher-respondents in terms of control during the COVID-19 Pandemic is very high, as evidenced by the composite mean of 3.23.

3.2 Ownership

As to ownership, the findings showed that the teacher-respondents always continue to act in an ethical manner, with the highest weighted mean of 3.69. In addition, they always demonstrate humility and a willingness to apologize, with the second highest weighted mean of 3.65. On the contrary, the relatively low weighted mean of 3.28 reveals that the teacher-respondents always do not blame or make excuses for others. Lastly, the teacher-respondents often handle other people's expectations. This obtained the lowest weighted mean of 3.21. Generally, the level of adversity quotient of the teacher-respondents amidst the COVID-19 Pandemic in terms of ownership is very high, as confirmed by the composite mean of 3.48.

3.3 Reach

With regards to reach, the teacher-respondents always weigh all the possible solutions to the problem and have the highest weighted mean of 3.55. In addition, they always keep discipline and sound habits in coping with life's obstacles, and they might have done differently and take responsibility for their actions. They have the second highest weighted mean of 3.54. Also, the teacher-respondents always maintain their focus and solve difficulties one at a time with the third highest weighted mean of 3.52. On the other hand, the teacher-respondents often recognize that it is tough for me to address my difficulties on my own. This got the lowest weighted mean of 3.21. In summary, the level of adversity quotient of the teacher-respondents amidst the COVID-19 Pandemic in terms of reach is very high, as proved by the composite mean of 3.45.

3.4 Endurance

In terms of endurance, the results showed the teacher-respondents always don't give up easily in the face of adversity, with the highest weighted mean of 3.56. Likewise, they always develop mental fortitude and adaptability in order to withstand mishaps or misfortunes in real life, with the second highest weighted mean of 3.55. Despite setbacks, the third highest weighted mean of 3.54 indicates that respondents always have a sense of purpose and love for their goals. On the contrary, the teacher-respondents are often optimistic that they can cope with all the challenges that will come their way, the lowest weighted mean of 3.06. In general, the level of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



adversity quotient of the teacher–respondents amidst the COVID–19 Pandemic is very high, as proved by the composite mean of 3.45.

4. Test of Significant Difference on the Level of Compassion Fatigue of the Respondents when Grouped according to Profile Variables

The findings showed that since the probability value of 0.033 for variable civil status is less than the level of significance, which is 0.05, there are significant differences in the level of compassion fatigue of the respondents when grouped according to their civil status. With regard to the other profile variables: age, education, rank, and length of service, with probability values equivalent to 0.377, 0.384, 0.804, and 0.366, respectively, which are all greater than the level of significance of 0.05, it could be concluded that the level of compassion fatigue of the respondents has no significant differences when grouped according to these profile variables. Moreover, as to profile variables sex and teaching level, the probability values, which are 0.280 and 0.520, respectively, are greater than the set level of significance of 5%, which means that there were no significant differences in the level of compassion fatigue when grouped according to these variables.

5. Test of Significant Difference on the Adversity Quotient of the Respondents when grouped according to Profile Variables

Based on the results, since the probability values of 0.10 and 0.16 for the variables age and rank are less than the level of significance, which is 0.05, it can be concluded that there are significant differences in the level of adversity quotients of the respondents when grouped according to their age and rank.

A post hoc test was used after determining that there was a significant difference between age brackets. It was found that the age brackets of 46–50 and 25–30 are the age brackets with significant differences, with a p value of 0.018, which is less than the set 5% level of significance. Rank is another profile variable that showed a significant difference in adversity quotient. The rank of a master teacher differs significantly from the rank of a teacher, with a significant p value of 0.031.

With regard to the other profile variables: civil status, highest educational attainment, and length of service, with probability values equivalent to 0.978, 0.159, and 0.057, respectively, which are all greater than the level of significance of 0.05, it could be concluded that the level of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



compassion fatigue of the respondents has no significant differences when grouped according to these profile variables. Moreover, the results revealed that there was no significant difference in the level of adversity quotient of the respondents when grouped according to profile variables such as sex and teaching level. It happened since both the probability values of sex and the teaching level, which are .183 and .776 respectively, are greater than the set level of significance of 5%.

6. Test for Significant Relationship between the Teacher -Respondents' Compassion Fatigue and Adversity Quotients

The correlation of the respondents' level of compassion fatigue is significant for adversity quotient: control, reach, and endurance because their p-values of 0.000, 0.006, and 0.042, respectively, are less than the 5% level of significance. However, the relationship between adversity quotient ownership and level compassion fatigue is not significant because its p-value (0.056) is greater than the 0.05 level of significance.

7. Proposed Programs to manage Compassion Fatigue and Sustain the High Level of Adversity Quotient among Teachers.

The researchers proposed programs to help teachers manage their compassion fatigue and adversity quotient. This includes programs for compassion fatigue such as Compassion Fatigue Education/Awareness and Self-Care Seminars, Guidance Counselor for Teachers, and the establishment of a school-based Peer Teacher – Facilitators Society. In contrast, the following programs are proposed for adversity quotient: Teachers' Resiliency Training Programs, Spiritual Resiliency Coping Program, and Relational Resilience Program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



CONCLUSION

The following are the conclusions of the study based on the gathered, analyzed, and interpreted data.

1. It turns out that most teachers are between 25 and 30 years old, married, teacher 1, have master's degrees, have less than five years of experience in the field, and teach at the secondary level.

2. The teacher respondents have a high level of compassion fatigue.

3. The teacher-respondents have very high adversity quotients in terms of control, ownership, reach, and endurance.

4. There is a significant difference in the level of compassion fatigue when grouped according to civil status, specifically among widowed and single teachers-respondents. On the other hand, no significant differences were found in the teacher-respondents' compassion fatigue when grouped according to age, sex, rank, educational attainment, length of service, and teaching level.

5. There are significant differences in the level of teacher-respondents' adversity quotient when grouped according to age and rank, specifically among 25-30 and 40-50 year old teacher-respondents and between Master Teachers and Teacher 1. It also did not seem to make a difference whether the teachers were male or female, had a high school diploma or not, worked for a long time or taught at a high level.

6. There is a significant relationship between the teacher and the respondents' level of compassion fatigue and adversity quotient, such as control, reach, and endurance. However, there was a very low degree of association between these variables. On the other hand, the relationship between the respondents' compassion fatigue and ownership was found to be non-significant.

7. A comprehensive program focusing on compassion fatigue and resiliency that will help teachers in Sto. Tomas, Batangas, was proposed.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



RECOMMENDATIONS

From the findings and conclusions, the following are the recommendations of the study:

1. The proposed program could be sent to the Batangas City Division of Management and the heads of other schools for their feedback, refinement, and approval before it is put into place.
2. To improve professional development programs for teachers, Human Resource Management can offer effective workshops and seminars that teach teachers how to manage their own resilience and compassion fatigue. They can also teach teachers the pedagogical skills that they need to be good teachers.
3. The Sto. Tomas City Division schools may conduct a periodic review of the teachers' compassion fatigue and self-care as well as their needs and action plans to meet those needs.
4. Teachers in the field of research should work on their Adversity Quotient® by reading self-help books and attending self-transformation seminars that focus on how to deal with adversity.
5. Teachers can use the findings to increase their awareness and ability to deal with life's challenges and setbacks.
6. School administrators might think about including the adversity quotient in teacher hiring and evaluation as a way to keep effective teachers in schools.
7. It might be a good idea for curriculum developers and human resources departments to think about including the adversity quotient and compassion fatigue management in teacher education curricula.
8. Future researchers are encouraged to conduct follow-up studies and test other variables, as the findings reveal that compassion fatigue has a significant low correlation with teachers' adversity quotient. It may be tested as well with other sets of respondents in other locales.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume III, Issue IV

May 2022

Available online at <https://www.instabrightgazette.com>



REFERENCES

Burton J. (2010). World Health Organization: healthy workplace framework and model: background and supporting literature and practices

Figley, C.R. (Ed). (2012) Compassion Fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized. New York: Brunner/Mazel.

Franklin, R., Hawley, D. & Mau, WJ. (2013). Job satisfaction and career persistence of beginning teachers. International Journal of Educational Management, 22(1):48-61.

Portnoy, D. (2016). Overextended and Undernourished: A Selfcare Guide for People in Helping Roles. www.myself.org

Stoltz, P. G. (2017). Adversity quotient: Turning obstacles into opportunities. New York: John Wiley.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
