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### The Level of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress of Primary and Secondary Education Teachers

<sup>1</sup> Angelopoulou Despoina, <sup>2</sup> Androutsou Despoina, <sup>3</sup> Anastasiou Adamos  
<sup>1, 2, 3</sup> Department of Educational and Social Policy, University of Macedonia, Greece

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Corresponding Author: **Angelopoulou Despoina**

#### Abstract

This research focuses on the level of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress of Primary and Secondary Education Teachers. The significance of the study lies in addressing the negative impact of burnout on teachers' well-being and educational performance. The findings reveal relatively high levels of Compassion Satisfaction, while displaying lower levels of Professional Burnout and Secondary Traumatic Stress. The study proposes solutions, including improved

training, increased support, and better working conditions, with potential contributions to policy development. The research aligns with existing literature, utilizing the Professional Quality of Life (ProQoL) questionnaire by Stamm (2009) <sup>[23]</sup>, also translated into Greek. Despite limitations, such as reliance on self-reported data, the research provides valuable insights and sets the stage for further exploration into teacher well-being and burnout.

**Keywords:** Compassion Satisfaction, Professional Burnout, Secondary Traumatic Stress, Teachers

#### 1. Introduction

Education serves as a cornerstone of our society, shaping the future and aspirations of younger generations. As Sharp (1975) <sup>[17]</sup> highlights, its primary objective is to cultivate individuals capable of self-improvement, self-realization, and creativity. Within Primary and Secondary Education, teachers play a pivotal role in this endeavour, as they are responsible for nurturing the development of individuals towards freedom. What underscores the significance of their role is that it extends beyond mere knowledge transmission; it involves creating an environment that profoundly impacts their professional lives. This study delves into the issue of the Level of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress of Primary and Secondary Education Teachers. The aim is to provide comprehensive insights into matters of concern not only to the educational community but also to society as a whole.

This research is important for improving the quality of education provided to students, as well as the working conditions of teachers, since the quality of education depends to a large extent on the Quality of Professional Life of teachers, as perceived by Ingersoll (2001) <sup>[12]</sup>. According to him, the tendency of teachers to leave their jobs is related to reduced education quality. Additionally, he claims that teachers who feel that they have less time and support for teaching and professional development are more likely to leave their jobs (Ingersoll, 2001) <sup>[12]</sup>. Moreover, according to Anastasiadis, Anastasiadou, and Katsiris (2017) <sup>[1]</sup>, if teachers feel exhausted and dissatisfied with their work, this can have a negative impact on the quality of education they provide to their students. Furthermore, according to the study by Skaalvik, E.M. and Skaalvik, S. (2018) <sup>[18]</sup>, improving the quality of life of teachers is important for retaining and attracting more talented individuals to the teaching profession. This can have significant implications for the quality of education provided to students, as experienced and trained teachers can provide clearly better education to students.

Regarding the Quality of Professional Life of teachers, numerous theoretical approaches and studies have been developed. One of these is the theory of professional values (Super, 1957) <sup>[25]</sup>, which examines the influence of the priorities and values of the teacher on professional satisfaction and the Quality of their Professional Life. Other approaches include the theory of professional self-efficacy (Bandura, 1977) <sup>[2]</sup>, which focuses on the teacher's belief in themselves and their ability to influence their performance. Finally, the theory of empathy (Hochschild, 1983) <sup>[11]</sup> deals with how teachers perceive themselves and their relationship with their colleagues in their work. Additionally, the importance of balance between professional and personal life of teachers, the impact of imbalance on Professional Burnout, and their overall Quality of Professional Life have been

examined. Many studies have shown that the lack of balance between professional and personal life can lead to increased stress, burnout, depression, and occupational strain. Conversely, balance between these two aspects of life can contribute to improving the well-being and job satisfaction of teachers (Greenhaus & Powell, 2006) <sup>[10]</sup>. According to similar research by Greenhaus *et al.* (2003) <sup>[9]</sup>, the balance between professional and personal life is a significant factor in enhancing the quality of life for individuals.

To conclude, the study could yield valuable information and recommendations regarding ways to enhance the well-being of teachers. Potential suggestions stemming from the research might involve bolstering teacher training and professional growth opportunities, providing greater support and resources to teachers, and ameliorating working conditions by, for instance, lessening their workload and acknowledging their contributions. Additionally, this research may provide valuable insights for crafting policies and initiatives aimed at enhancing the professional experiences of teachers. All in all, it could highlight the necessity for revisions to teacher evaluation policies and workload management practices. Furthermore, it can contribute to informing and raising awareness among teachers and relevant authorities about the issues faced by teachers regarding the Quality of their Professional Life in Primary and Secondary Education. Additionally, it may enable the support and training of teachers to develop skills and abilities to improve the quality of their professional lives. A further potential area of utilizing the research results is the development of support programs and provision of personal assistance to teachers. These programs may include counselling sessions, stress and burnout management seminars, and education on maintaining a healthy balance between professional and personal life. In conclusion, educational programs can be developed for school administrators and teachers involved in school management to ensure support and reinforcement of teachers. These education programs may include stress management techniques.

#### **A. Definition of Quality of Professional Life**

The Quality of Professional Life refers to the quality of life an individual experiences in their work and encompasses various factors, such as job satisfaction, work-life balance, autonomy and control in their work, the quality of relationships with colleagues and supervisors, and job stability and security (Diener *et al.*, 2003) <sup>[5]</sup>. The Quality of Professional Life affects the well-being and health of the individual and can influence job performance, commitment, and response to work demands. High Quality of Professional Life typically leads to greater satisfaction, happiness, and energy at work and can enhance productivity and job performance (Warr, 1990) <sup>[28]</sup>. The factors influencing the Quality of Professional Life are many and vary for each individual.

According to Stamm (2010) <sup>[24]</sup>, the Quality of Professional Life refers to the quality an individual feels regarding their work as helpers. Both the positive and negative aspects of job performance affect the Professional Quality of Life. People working in helping professions may respond to individual, community, national, and even international crises. Helpers work in healthcare, social services, teaching, law, policing, firefighting, clergy, aircrew, transportation personnel, disaster relief teams, and others who provide assistance during or after events. Professional Quality of

Life includes two aspects, positive (Compassion Satisfaction) and negative (Compassion Fatigue). Compassion Fatigue is divided into two parts. The first part concerns fatigue, discouragement, anger, and depression, which are characteristic of Compassion Fatigue, and the second concerns Secondary Traumatic Stress, which is a negative sensation stemming from fear and trauma related to work. Some work traumas can be direct (primary) traumas. In other cases, work trauma can be a combination of primary and secondary trauma. More specifically, according to Geoffrion *et al.* (2019) <sup>[7]</sup>, Stamm defines Professional Burnout as the existence of despair and exhaustion that affects the ability to perform effectively at work. Symptoms may include feeling trapped, overwhelmed, burdened with obligations, and unsatisfied with one's work. Workers experiencing Secondary Traumatic Stress are described as preoccupied with thoughts about the people they have helped. Helpers are reported to feel trapped, insecure, exhausted, overwhelmed, and contaminated by the trauma of others. Symptoms of Secondary Traumatic Stress may include fear, sleep difficulties, intrusive, undifferentiated images, and avoidance of traumatic narratives. Stamm insists that Secondary Traumatic Stress and Professional Burnout are two distinct but connected concepts, as both measure negative emotions, but they are clearly different. Professional Burnout does not address fear, whereas Secondary Traumatic Stress does.

The framework of Professional Quality of Life, however, does not only deal with the negative consequences of helping others. Additionally, it seeks to capture the positive outcomes of caregiving (Geoffrion *et al.*, 2019) <sup>[7]</sup>. Indeed, research has shown that not all helpers inevitably experience Compassion Fatigue (Søndenaa *et al.*, 2013) <sup>[19]</sup>. For instance, using a representative sample of 532 self-identified psychotherapists, Sprang and Craig (2015) <sup>[20]</sup> found that only 5.0% of respondents were considered to be at high risk of experiencing Compassion Fatigue. One possible explanation for these findings is that, as advocated by Stamm (2002) <sup>[22]</sup>, workers may develop Compassion Satisfaction instead of Compassion Fatigue, where Compassion Satisfaction refers to the pleasure one derives from helping others. Indeed, even under stressful conditions, working with this client group can bring great satisfaction (Voss Horrell *et al.*, 2011) <sup>[26]</sup>. For instance, it is believed that clinical physicians with high levels of Compassion Satisfaction are more resilient (Burnett & Wahl, 2015) <sup>[4]</sup>. Additionally, Compassion Satisfaction has been shown to be negatively correlated with both Secondary Traumatic Stress and Professional Burnout (Burnett & Wahl, 2015; Stamm, 2010) <sup>[4, 24]</sup>. This means that when professionals providing care and support to others experience a high level of Compassion Satisfaction, they then have lower levels of Secondary Traumatic Stress and Professional Burnout. Specifically, when professionals perceive that the assistance they provide is effective and brings satisfaction, they are less likely to experience symptoms of Secondary Traumatic Stress and Professional Burnout.

According to Bride *et al.* (2016) <sup>[3]</sup>, Secondary Traumatic Stress can result from various factors, such as overwork, inadequate support from management, insufficient training, and job insecurity. Addressing it, is crucial for protecting the health and well-being of employees. Additionally, understanding Compassion Fatigue, as noted by Lim *et al.* (2020) <sup>[15]</sup>, is important for dealing with the emotional and

psychological strain that work can impose on individuals. Actions that can improve the situation include enhancing support from management, improving communication and collaboration in the workplace, ensuring adequate rest, and allocating resources for preventing overwork and fatigue. All of these, in turn, can contribute to improving the Professional Quality of Life of teachers and reducing the risk of workplace fatigue and Professional Burnout. Overall, the Professional Quality of Life is a major issue for the health and well-being of workers. Lack of satisfaction and excessive fatigue can lead to serious health problems, such as anxiety, depression, heart disease, and even immune system complications.

### **B. Theoretical Approaches of Quality of Professional Life**

The theoretical approaches and factors influencing the Quality of Professional Life are a crucial issue for professionals and researchers. Greenhaus *et al.* (2000) [8] referred to some theoretical approaches to professional life. These include Career Decision Making Theory, Self-Assessment Theory, Career Planning Theory, Career and Life Stage Theory, Career Change Theory, Career Adaptability Theory, and Career and Portfolio Theory. Initially, Career Decision Making Theory focuses on the process of making career decisions. This theory analyzes the factors that influence the decision and proposes ways to improve the decision-making process. Then, Self-Assessment Theory refers to the process of self-analysis and self-assessment of an individual's skills, interests, and values, as well as their implications for their career. Next, Career Planning Theory emphasizes the importance of planning and organizing one's career to achieve personal goals and aspirations. Additionally, Career and Life Stage Theory focuses on the relationship between an individual's career and life stages. This theory is based on the assertion that a career evolves and undergoes changes throughout one's life, proposing the adaptation of the career to different life stages.

Furthermore, Career Change Theory focuses on the process of career change. This theory approaches career change as a complex and potentially challenging endeavour, proposing ways to address these challenges. Additionally, Career Adaptability Theory focuses on an individual's ability to adapt to changes and challenges in their career. This theory suggests ways to improve career adaptability to effectively address challenges and achieve career goals. Finally, Career and Portfolio Theory relates to managing a career as a collection of experiences, skills, and achievements. It advocates for the creation of a career portfolio, containing specific skills, achievements, academic performances, and other elements that reflect an individual's experience and skills. This theory promotes the use of the career portfolio to help individuals assess their skills, promote their development, and manage their career (Greenhaus *et al.*, 2000) [8]. It is evident that these theories, in general, were developed to help people understand how they shape and manage their careers. They perceive the career as a dynamic element of life and strive to promote self-awareness, self-assessment, and strategic thinking in the realm of career and professional life.

Another theoretical approach to an individual's Quality of Professional Life has been proposed by Spector (2008) [21]. According to him, the relationship between job quality and employee well-being is significant. Job quality, on the one

hand, refers to an employee's perception of the quality of their work, including working conditions, relationships with colleagues, opportunities for advancement and recognition, autonomy, and the personal well-being provided by the job. Employee well-being, on the other hand, refers to the overall state of well-being and happiness in an individual's life, including physical health, psychological well-being, and social support. Furthermore, regarding the determinants influencing an individual's Quality of Professional Life, the World Health Organization (2010) [29] analyzes the factors affecting healthy and safe work environments. Among these factors are organizational culture, communication in the workplace, stress management, work-life balance, professional development, and support from colleagues and employers.

Additionally, Maslow's (1943) [16] hierarchy of needs includes an analysis of the importance of employees' needs and how they influence their Quality of Professional Life. This theory analyzes human needs in a hierarchy of five levels. These levels include physiological needs (such as food, water, and shelter), safety needs (such as job security), social needs (such as professional recognition and recognition by colleagues), esteem needs (such as achieving professional goals and recognition of individual skills), and self-actualization needs (such as achieving self-fulfilment and spiritual well-being). According to Maslow's theory (1943) [16], people's needs are arranged in a hierarchy and must be satisfied in a specific order. When individuals' basic needs are satisfied, their attention turns to higher-level needs, such as the need for recognition, self-esteem, and self-actualization. In the context of work life, satisfaction of these needs can positively influence employees' Quality of Professional Life. Specifically, this theory suggests that employees who have satisfied their basic needs, such as the need for food, sleep, and safety, are more likely to be satisfied with their work and seek higher-level needs, such as the need for communication and social interaction, recognition, and self-actualization. Furthermore, employees' professional performance depends on the degree of satisfaction of their needs, mainly psychological needs. When these needs are not satisfied, the employee may feel disappointment, discouragement, and an inability to achieve their professional goals. Additionally, according to Maslow (1943) [16], the lack of basic needs can negatively affect the health and energy of the employee, thereby limiting their performance. At the level of safety needs, the employee needs to feel security and stability in their work, and the lack of this sense can lead to anxiety and insecurity about their job position and future prospects. It is, therefore, evident that there are specific factors capable of negatively influencing an individual's work life, resulting in a decrease in their quality of life.

### **C. Quality of Professional Life of Teachers**

The Quality of Professional Life of teachers is an issue that has attracted the interest of many researchers in the field of education. The Professional Life of teachers consists of many elements, such as compensation, working hours, working conditions, recognition and appreciation of their work by society, as well as career development prospects. It is widely known that many studies have been conducted on the Quality of Professional Life of teachers over the years. These studies have highlighted many issues that affect the Quality of Professional Life of teachers, such as professional

development, policy support, adequate funding for education, avoiding overload, and adequate preparation for education. In most countries, the Quality of Professional Life of teachers is an issue that is constantly discussed and valued differently depending on circumstances and location. Overall, the Quality of Professional Life of teachers is influenced by many factors, which may vary from country to country. Kausar *et al.* (2019) <sup>[13]</sup> examined the relationship between job satisfaction, work stress, and the quality of Professional Life of teachers. Participants were primary school teachers in Pakistan. The research showed that job satisfaction and reduced work stress were positively correlated with the Quality of Professional Life of teachers (Kausar *et al.*, 2019) <sup>[13]</sup>. Similarly, Kocakaya and Dogan (2019) <sup>[14]</sup> conducted research to study the relationship between work-life balance, job satisfaction, and the intention to leave among primary school teachers in Turkey. The authors reported that work-life balance is an important factor in achieving job satisfaction and reducing the intention to leave among teachers. Additionally, they found that adequate support from management and the existence of a positive work environment had a positive effect on job satisfaction.

In Canada, Dionne *et al.* (2019) <sup>[6]</sup> examined the work-life balance of teachers. The study involved 172 teachers who responded to a questionnaire regarding their professional life, their family life, and their perceptions of the balance between these two. The results showed that the majority of teachers face problems with work-life balance, with 60% reporting difficulties in finding time for personal activities and 57% stating that this negatively affects their psychological state. Furthermore, the study concluded that teachers with young children face greater difficulties in maintaining work-life balance.

In Greece, a study by Vourda (2011) <sup>[27]</sup> revealed that the Compassion Satisfaction of Special Education teachers is at a moderate level, while the levels of Professional Burnout and Secondary Traumatic Stress are low. Specifically, a strong negative correlation was observed between Compassion Satisfaction and Professional Burnout, leading to corresponding adjustments in their values. This means that as Compassion Satisfaction increases, Professional Burnout decreases, and vice versa. Additionally, a statistically significant difference was found between Compassion Satisfaction and Secondary Traumatic Stress, indicating that as Compassion Satisfaction increases, Secondary Traumatic Stress decreases, and vice versa. Furthermore, there was a statistically significant difference between Professional Burnout and Secondary Traumatic Stress, suggesting that as Professional Burnout increases, so does Secondary Traumatic Stress, and vice versa. In summary, this research established a correlation between professional satisfaction and the levels of Professional Burnout and Secondary Traumatic Stress. Increasing professional satisfaction is associated with a decrease in Professional Burnout and Secondary Traumatic Stress, while increasing Professional Burnout is associated with an increase in Secondary Traumatic Stress, and vice versa.

In conclusion, the exploration of the Quality of Professional Life of teachers across various countries underscores the multifaceted nature of this issue and its significant impact on teachers' well-being and effectiveness. These studies collectively underscore the importance of prioritizing the Quality of Professional Life of teachers and implementing

supportive policies and practices to enhance their well-being and effectiveness in the classroom. By addressing factors such as job satisfaction, work-life balance, and psychological well-being, policymakers and education stakeholders can create environments that support and empower teachers to thrive personally and professionally.

## 2. Materials and Methods

The Methodological Framework essentially serves as the map that guides the research. In this section, details are presented regarding the structure and organization of the research, which are crucial for achieving accurate and reliable results. The research question that was examined is as follows: What is the level of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress of Primary and Secondary Education Teachers? As far as the methodology of this research is concerned, it is based on a systematic collection and analysis of data with the aim of understanding the level of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress of Primary and Secondary Education Teachers. For the conduct of this research, it was decided to use convenience non-probability sampling. In total, 230 teachers from Primary and Secondary Education participated in this sample, representing various regions across Greece. 85.7% of the sample was women, and the remaining 14.3% was men.

The research tool used, is the questionnaire, a popular research instrument designed to collect data. It is addressed to teachers of the aforementioned levels of education to record their views and experiences. For investigating the Quality of Professional Life of Primary and Secondary Education Teachers, the Professional Quality of Life Measure: Compassion Satisfaction and Fatigue, Version 5 (ProQOL) (Stamm, 2009) <sup>[23]</sup> questionnaire was utilized. Specifically, the Greek version of the tool with 30 questions was used, leading to three scales: 1) Compassion Satisfaction, 2) Professional Burnout, and 3) Secondary Traumatic Stress. The Compassion Satisfaction scale was based on 10 questions, specifically questions 3, 6, 12, 16, 18, 20, 22, 24, 27, and 30. Responses to these questions were based on a 5-point Likert-type scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Very often). The Professional Burnout scale was based on another 10 questions, specifically questions 1, 4, 8, 10, 15, 17, 19, 21, 26, and 29. Responses to these questions were also based on a 5-point Likert-type scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Very often). It is worth noting that questions 1, 4, 15, 17, and 29 were reverse-scored, and it was deemed necessary to reverse their responses during the analysis. The Secondary Traumatic Stress scale was based on another 10 questions, specifically questions 2, 5, 7, 9, 11, 13, 14, 23, 25, and 28. Responses to these questions were based on a 5-point Likert-type scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Very often). Scores on each scale were derived from the sum of the scores of their individual questions.

The research process commenced with the approval of the questionnaire by the study supervisor, Ms. Androutsou. Following minor adjustments, the questionnaire was then transferred to its electronic format using the Google Forms platform. This platform was specifically selected to ensure the anonymity of participants. In the final phase, the questionnaire was dispensed to the teachers in the sample via a link shared through social media groups and personal



contacts. A period of approximately two weeks, coinciding with the Easter break in April 2023, was allotted for collecting responses via the Google Forms platform. Upon the conclusion of this period, responses were no longer accepted, and all data provided by the teachers were compiled into a Microsoft Excel file. Subsequently, the process of data analysis and report writing ensued. The collected questionnaire data were transferred into an encoded system in a suitable format for analysis.

**3. Results and Discussion**

This section concerns the exploration of the research question, which pertains to the Level of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress among Primary and Secondary Education Teachers. The table below presents the levels of Compassion Satisfaction, Professional Burnout, and Secondary Traumatic Stress. For Compassion Satisfaction, the mean score was 39.2 with a standard deviation of 7.05 units. From the above, it can be inferred that the Compassion Satisfaction of primary and secondary education teachers ranged from moderate to high levels, given that moderate levels range from 23 to 41 units and high levels from 42 units and above. Additionally, for Professional Burnout, the mean score was 25.9 with a standard deviation of 6.26. From the above, it can be inferred that the Professional Burnout of primary and secondary education teachers ranged from moderate to low levels, given that moderate levels range from 23 to 41 units and low levels up to 22 units. Lastly, for Secondary Traumatic Stress, the mean score was 22.8 units with a standard deviation of 7.06 units. In conclusion, the Secondary Traumatic Stress of primary and secondary education teachers ranged from moderate to low levels, given that moderate levels range from 23 to 41 units and low levels up to 22 units.

**Table 1:** Mean Value and Standard Deviation of the Three Variables for Professional Quality of Life

	<b>Professional Burnout</b>	<b>Compassion Satisfaction</b>	<b>Secondary Traumatic Stress</b>
Mean Value	25.9	39.2	22.8
Standard Deviation	6.26	7.05	7.06

Firstly, the moderate to high levels of Compassion Satisfaction indicate that teachers derive a considerable degree of satisfaction from their ability to help and support students, which is essential for maintaining their overall well-being and job satisfaction. This suggests that despite the challenges they face, teachers find fulfilment in their profession, which can serve as a protective factor against burnout and stress. Secondly, the moderate to low levels of Professional Burnout suggest that while some teachers may experience symptoms of burnout, such as emotional exhaustion and depersonalization, the overall level is relatively manageable. However, it's crucial to address the factors contributing to burnout, such as heavy workloads, lack of resources, and challenging classroom environments, to prevent it from escalating and impacting teacher retention and effectiveness. Lastly, the moderate to low levels of Secondary Traumatic Stress indicate that teachers are moderately resilient to the emotional toll of working with

students who may have experienced trauma or adversity. However, it's essential to provide adequate support and resources for teachers to cope with the potential stressors associated with secondary trauma, such as implementing trauma-informed practices and offering mental health resources and professional development opportunities.

Overall, these findings underscore the importance of prioritizing the well-being and mental health of teachers by fostering a supportive work environment, promoting self-care strategies, and addressing systemic issues that contribute to burnout and stress. By investing in the health and resilience of teachers, we can ensure they are better equipped to fulfil their vital role in shaping the lives of students and contributing positively to the education system.

**4. Conclusion**

The conclusion drawn from this study is that teachers experience Compassion Satisfaction at relatively high levels, while exhibiting lower levels of Professional Burnout and Secondary Traumatic Stress. According to Vourda's study (2011) [27], Compassion Satisfaction among Special Education teachers is at a moderate level, while Professional Burnout and Secondary Traumatic Stress are low. Comparatively, it is inferred that Compassion Satisfaction in the present study was found at high levels, while in Vourda's study, it was at moderate levels. Therefore, teachers in the present study experience higher levels of Compassion Satisfaction compared to Vourda's study. However, Professional Burnout and Secondary Traumatic Stress in both studies are at the same levels. Overall, these studies demonstrate the importance of Compassion Satisfaction for teachers and confirm the existence of low levels of Professional Burnout and Secondary Traumatic Stress among them. Additionally, it is important to note that according to Burnett and Wahl (2015) [4], and Stamm (2010) [24], Compassion Satisfaction is negatively correlated with both Secondary Traumatic Stress and Professional Burnout. This finding is fully consistent with the result of the present study mentioned above, as in both cases, when experiencing a high level of Compassion Satisfaction, teachers have a lower level of Secondary Traumatic Stress and Professional Burnout.

In summary, it can be deduced that teachers generally find satisfaction in their roles, demonstrating a strong emotional connection and positive response to the demands of their profession. This sense of fulfilment, termed Compassion Satisfaction, appears to be notably higher in this study compared to previous research, suggesting a potentially evolving landscape within the teaching profession. Despite this heightened satisfaction, levels of Professional Burnout and Secondary Traumatic Stress remain consistent, indicating persistent challenges within the educational sphere. The observed correlation between high Compassion Satisfaction and lower levels of Professional Burnout and Secondary Traumatic Stress aligns with existing literature, emphasizing the pivotal role of teachers' emotional well-being in their professional resilience. Ultimately, these findings

highlight the complex and diverse aspects of teaching, where teachers' experiences, sensitivities, and professional commitments converge to shape their interactions and effectiveness in supporting their students.

## 5. Acknowledgment

Conducting this study has been a journey marked by both discovery and difficulty. We dedicated significant time and effort to ensure the accuracy and dependability of our data. Our aim was to provide, offering valuable perspectives for teachers. We express heartfelt appreciation to all participants who generously shared their experiences, enriching our research with their candid insights. Their contributions have imbued our findings with a human touch, making them more relatable and applicable in real-world educational contexts. We sincerely hope that our work sparks further dialogue and initiatives to address the challenges encountered by teachers in Primary and Secondary Education. Thank you for engaging with our research. Your interest and support are integral in fostering a collective commitment to the well-being of those entrusted with moulding the minds of tomorrow's leaders.

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