

Professional Quality of Life and Teaching Fatigue of National University College of Nursing Professors

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Teaching is often described as a demanding line of work, and perhaps this is because educators are rarely confined to a single role. On any given day, they may find themselves guiding, organizing, observing, advising, and supporting students, while also stepping into positions such as leadership, mentorship, and resource coordination. It seems fair to say that educators are also expected to grow alongside their students, acting as catalysts for change within classrooms and school communities (Cohen, Manion, & Morrison, 1996; Harrison & Killion, 2007). Within this complex professional landscape, educators develop personal impressions about how their work affects them overall. This broader sense of well-being at work—often discussed as one’s professional life experience—appears to be shaped by a mix of rewarding moments and ongoing pressures. In other words, the emotional and psychological impact of teaching may include both uplifting experiences and draining ones, all of which contribute to how educators view their careers. On the more encouraging side, many teachers report a sense of fulfillment that comes from feeling effective in their roles. There is, arguably, a unique satisfaction in helping learners grow, collaborating with supportive colleagues, and knowing one’s efforts contribute to a larger social purpose. These positive feelings may arise from small daily successes or from the belief that one’s work holds meaning beyond the classroom. At the same time, it is hard to ignore that the same profession can also take a toll. The ongoing demands, layered responsibilities, and emotional investment required of educators may lead to exhaustion or strain. Taken together, these contrasting experiences—both energizing and taxing—appear to shape how educators ultimately perceive the quality of their professional lives. Although teaching is sometimes casually labeled as a relatively “easy” line of work, research suggests a far more complex and demanding reality. In fact, Johnson et al. (2005) observed that educators report stress levels comparable to those experienced by nurses, paramedics, law enforcement officers, and social service professionals. It seems that as the true scope of responsibilities becomes clearer, the strain associated with the role tends to intensify rather than diminish. More recently, attention has turned to the evolving expectations placed on educators, particularly in fields such as nursing education. A growing body of work points to the educator functioning as a learning role model—an identity that arguably requires continuous motivation to refresh knowledge and refine professional skills (Nuryani, 2022). However, this expanded role does not always come with clarity. Issues related to unclear expectations, conflicting responsibilities, and uncertainty about professional identity appear to complicate the educator’s ability to fully inhabit the role (Nuryani, 2022). Similar concerns about role ambiguity have been echoed in earlier studies by Alghamdi (2019) and Sayer (2013).

Over time, the pressure to manage multiple and often shifting responsibilities may place educators at risk for what is commonly described as teaching fatigue. This condition is frequently associated with emotional depletion, interpersonal distancing, and a diminished sense of effectiveness (Maslach, Jackson, & Leiter, 1996). Emotional exhaustion, for instance, reflects a state of feeling drained and low on energy, which can interfere with an educator’s capacity to remain attentive and compassionate in their work. Depersonalization, on the other hand, may surface as emotional detachment or reduced empathy toward others (Maslach, Jackson, & Schwab, 1996). Additionally, educators may begin to doubt their own impact, particularly when they feel disconnected from those they are meant to support. This reduced sense of accomplishment can further compound stress and frustration. Taken together, these overlapping experiences—stress, ambiguity, exhaustion, and self-doubt—may ultimately hinder educators’ ability to meet the many expectations tied to their professional roles.

While juggling multiple responsibilities is already taxing, it seems that teaching fatigue is shaped by a broader set of pressures beyond day-to-day role complexity. For instance, heavier workloads have increasingly become the norm, alongside persistent staffing challenges such as widespread faculty retirements, pay gaps between academic and clinical practice, and an insufficient supply of qualified nurse educators to meet growing educational demands (AACN, 2022; Farber et al., 2020; Owens, 2017). Taken together, these conditions appear to create instability within the academic workforce. Evidence suggests that shortages among nursing faculty continue to intensify, placing additional strain on those who remain and, arguably, accelerating the onset of fatigue (AACN, 2022; Farber, 2023; Singh, 2021).

Compounding these long-standing issues, the rapid shift to online instruction during the COVID-19 pandemic—and the ongoing adjustment to post-pandemic teaching environments—may have further amplified stress levels among educators. Significant changes in instructional delivery, professional expectations, and daily responsibilities were observed during this period, and these shifts seem to have influenced both job satisfaction and psychological well-being among teachers (Padmanabhanunni, 2022). The transition was not merely technical but also emotional, as educators were required to adapt quickly while maintaining educational quality. Institutional leaders have acknowledged that technological challenges played a major role in these difficulties. A national survey of college and university presidents highlighted persistent concerns related to faculty training in technology, student access to digital tools, system readiness, and the availability of technical support (Inside Higher Ed & Hanover Research, 2020). For nursing programs in particular, the move to remote and hybrid learning environments introduced new and often unanticipated demands on faculty, adding to an already heavy workload (Hampton et al., 2020).

Notably, signs of strain were present even before the pandemic. Nursing faculty previously reported only moderate balance between work and personal life, frequently pointing to excessive professional demands, limited administrative support, and high workloads as contributing factors to burnout. At the same time, many still described academic nursing as meaningful and rewarding, underscoring the profession’s dual nature as both fulfilling and stressful (Farber, 2023). Research further suggests that sustained fatigue and emotional exhaustion among educators may negatively influence instructional quality, which could, in turn, affect student learning and development outcomes (Mc Lean, 2018).

Teaching may feel most rewarding when educators experience a genuine sense of fulfillment in their work. When professional experiences are positive, individuals often report feeling energized rather than depleted, better able to manage workplace expectations, and more capable of aligning with institutional policies and standards (Stamm, 2010). In these situations, educators may also develop what is described as compassion satisfaction—a sense that their efforts truly matter and positively influence the lives of those they serve (Stamm, 2011).

Over time, it has become increasingly clear that both fulfillment and strain play central roles in an educator’s career trajectory. These seemingly opposing experiences—satisfaction and fatigue—have been conceptually connected and are now commonly discussed under the broader framework of Professional Quality of Life. As articulated in Stamm’s work, this framework emphasizes the coexistence of positive engagement and occupational exhaustion. Like professionals in other demanding fields, teachers may be vulnerable to fatigue, particularly when satisfaction derived from managing complex and layered responsibilities begins to wane. Despite its relevance, Professional Quality of Life among educators remains an area that appears to be underexamined. Prior research has noted the limited body of literature addressing teacher fatigue, underscoring the need for deeper inquiry into educators’ overall well-being (Borntrager et al., 2012). Given the extensive roles educators assume, it seems unsurprising that the interplay between satisfaction and fatigue has been associated with diminished emotional and physical health (Burke & Greenglass, 1995).

Adding to these long-standing pressures, the shift into the post-pandemic educational landscape has arguably intensified existing challenges. The expectation that educators continually adapt to evolving technologies and remote or hybrid learning environments introduces additional strain, which may further increase vulnerability to fatigue and negatively influence professional well-being.

In light of these considerations, the present study aims to explore the relationship between teaching satisfaction and teaching fatigue among nursing faculty members at NU Manila.

Research Questions:

1. What is the demographic profile of faculty respondents as to:
 - A. Age
 - B. Sex
 - C. Length of Experience
 - D. Highest Educational Attainment
2. What is the teaching satisfaction rating of faculty respondents?
3. What is the teaching fatigue rating of faculty respondents?
4. Is there a relationship between the teaching satisfaction rating of faculty and their profile when grouped according to:
 - A. Age
 - B. Sex
 - C. Length of Experience
 - D. Highest Educational Attainment
5. Is there a relationship between the teaching fatigue rating of faculty and their profile when grouped according to:
 - A. Age
 - B. Sex
 - C. Length of Experience
 - D. Highest Educational Attainment
6. Is there a relationship between teaching satisfaction and fatigue ratings of faculty respondents?

Significance of the Study:

Professional Quality of Life of educators becomes relevant in today's demanding society particularly in educating future professionals and leaders. The study will benefit the following:

1. Educators. As the concept of fatigue among educators has not been explored extensively, the study will provide baseline data on satisfaction and teaching fatigue levels. These can be utilized in developing interventional strategies that will minimize the development of burnout among educators. The educators will benefit from the strategies as much as burnout can be prevented, thus improving their satisfaction in teaching and quality of life.
2. Administrators/Dean/Program Chair. The information derived from this study will benefit the Administrators, Dean and Program Chairs in identifying interventional strategies and activities that will minimize and prevent educators from developing fatigue and burnout, thus contributing to the quality of life of educators.
3. Researchers. The results of the study can provide a rich source of information or data for further inquiry, as there is a dearth of literature on professional quality of life among educators. The study will likewise provide an additional knowledge base as to satisfaction, fatigue, and professional quality of life.

Instrumentation:

The study utilized the Professional Quality of Life Scale of B. Hudnall Stamm Version 5 (2009). It asked the faculty respondents to select the number that honestly reflects how frequently they are experiencing the statement descriptors in the last 30 days. The tool was anchored in a five-point Likert scale and has a reliability index of 0.84.

Review of Literature

The role of teachers has gradually expanded into one that involves a wide range of interconnected responsibilities. In today's educational setting, educators are often required to adjust to ongoing changes in policies, instructional approaches, and institutional expectations, making adaptability an essential aspect of the profession (Valli & Buese, 2007). These shifting demands have added new layers of complexity to what it means to teach.

Beyond delivering subject content, teachers are increasingly expected to guide learning, oversee classroom processes, and provide mentorship to students. This combination of instructional and supportive roles highlights the multifaceted nature of teaching in contemporary education (Pettersson et al., 2004).

Moreover, rapid advancements in technology have significantly influenced teaching practices. Modern educators are now expected to effectively integrate technological tools into their classrooms, remain aware of how these tools affect student learning, and continue to foster engagement and motivation among learners (Okojie, 2011).

Roles of Educators

The responsibilities of educators in contemporary settings extend well beyond traditional classroom instruction. In today's education systems, teachers are increasingly expected to adjust to ongoing reforms and shifting institutional expectations. These changes have reshaped faculty roles, requiring educators to align their work with broader institutional missions that may include research, scholarly activity, instruction, and community or professional service (Ballantine, 2004). In addition, modern teaching roles often involve designing, implementing, and evaluating individualized educational programs for students, further broadening the scope of educators' responsibilities (British Columbia Teachers' Federation, 2009).

While these expectations have expanded, it appears that the necessary structural supports have not always kept pace. An ethnographic study by Bartlett (2004) suggests that although educators' roles have grown more complex, organizational systems have remained largely unchanged. Teachers are now frequently involved in evaluating school structures, contributing to curriculum development, and examining instructional practices (Lieberman & Miller, 1999). At the same time, they face increasing demands both outside the classroom and within it, leading to a general intensification of their workload (Bailey, 2000). Bartlett (2004) argues that when new responsibilities are meaningfully integrated into an educator's daily routine and supported by institutional structures, commitment to the role may increase. However, when additional tasks are imposed without adequate support or integration, educators may be compelled to use personal time to complete their work, which can foster feelings of overload and stress. From the perspective of role theory, two key contributors to role-related stress are role conflict and role ambiguity. Role conflict arises when individuals encounter multiple, and sometimes incompatible, expectations associated with their position (Moura, 2018). This tension may be intensified when professional demands clash with personal values, creating psychological strain and uncertainty as educators struggle to meet competing expectations. Role ambiguity, on the other hand, occurs when individuals lack sufficient information or clarity to carry out their responsibilities effectively. When expectations, responsibilities, or performance criteria are unclear, stress may increase due to uncertainty about how to fulfill one's role successfully (Moura, 2018, as cited in Padmanabhanunni, 2022).

Professional Quality of Life

Stamm's Professional Quality of Life (ProQOL) model (2010) provides a framework for examining both the positive and negative experiences associated with helping professions. Within this framework, Compassion Satisfaction represents the rewarding, fulfilling aspects of the work, while Compassion Fatigue reflects the adverse effects of prolonged exposure to others' suffering (Stamm, 2010; see Figure 1). For the purposes of this study, Compassion Satisfaction is used to represent educators' Teaching Satisfaction, whereas Compassion Fatigue corresponds to Teaching Fatigue. According to Stamm (2010), an individual's professional quality of life is shaped by their perception of how their work as a helper affects them personally and emotionally. To measure these experiences, Stamm refined the ProQOL instrument, which has been shown to be both valid and reliable for assessing levels of compassion fatigue and related outcomes.

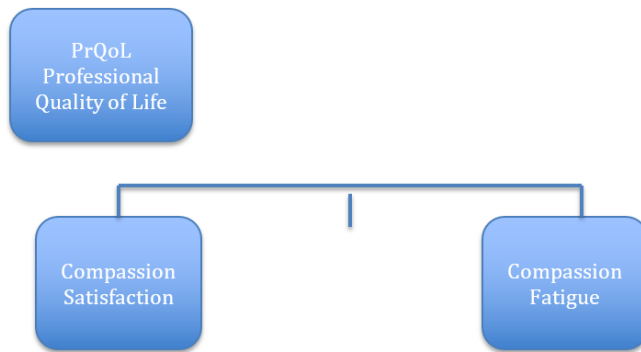


Figure 1: Professional Quality of Life

Compassion satisfaction refers to the positive emotional and psychological rewards that professionals experience from their work. Educators who experience this form of satisfaction often feel energized, capable of handling the demands of their job, and able to operate effectively within institutional guidelines. A supportive and encouraging work environment tends to enhance these feelings, promoting overall contentment and a sense of professional fulfillment (Epstein & Kalleberg, 2004; Stamm, 2010). Individuals with high compassion satisfaction typically perceive their efforts as meaningful, believing that their work positively impacts the people they serve (Stamm, 2011).

Empirical studies conducted before and during the COVID-19 pandemic across diverse professional groups—such as hospitality workers, professional women in China, and social workers—have found that job satisfaction, as an aspect of compassion satisfaction, can buffer the effects of role-related stress on mental health outcomes (Üngüren, 2021; Wang, 2017; Zhang, 2022, as cited in Padmanabhanunni, 2022). In educational contexts, elevated role stress, especially when associated with ambiguity or conflicting demands, has been shown to reduce levels of teaching satisfaction (Padmanabhanunni, 2022).

On the other hand, compassion fatigue describes the emotional and behavioral strain that arises when professionals are repeatedly exposed to others’ suffering and feel compelled to provide support. This secondary stress can manifest in symptoms that resemble posttraumatic stress disorder (PTSD), even though the individual has not experienced the trauma directly (Figley, 1999). For example, a teacher who hears detailed accounts of abuse from a student may begin to experience distressing reactions similar to PTSD.

Signs of compassion fatigue may include involuntary re-experiencing of trauma through flashbacks, nightmares, or intrusive thoughts; emotional numbing and withdrawal from others; temporary memory lapses; reduced emotional responsiveness; and heightened physiological arousal, such as irritability, trouble sleeping, or hypervigilance (Figley, 1999). Essentially, compassion fatigue represents the cumulative emotional burden of caring for and supporting individuals who are undergoing trauma, highlighting the personal cost of sustained caregiving and teaching in high-stress environments.

Research on Professional Quality of Life (ProQOL) has predominantly focused on helping professions such as nursing, social work, law enforcement, firefighting, and counseling (Price, 2013). These occupations frequently expose individuals to life-and-death situations, which can have significant effects on both physical and psychological well-being. While teachers do interact closely with students’ day-to-day experiences, exposure to extreme trauma or life-threatening events is generally less common. As a result, the sources of fatigue for educators may differ from those in other service professions.

A recent study by Lampropoulou (2024) reported relatively high levels of compassion satisfaction among teachers, indicating that many educators derive a strong sense of fulfillment from supporting their students, coupled with relatively low levels of compassion fatigue. In contrast, research conducted by Borntrager (2012) examined compassion fatigue among staff in six public schools in the Northwestern United States, including 299 teachers, administrators, counselors, social workers, and paraprofessionals. Approximately 75% of participants were found to experience notable compassion fatigue. The study suggested that the high rates could be partially explained by the fact that 25% of the educators were of American Indian or Alaska Native descent—populations that are statistically more likely to experience trauma. It is likely that the students served by these educators had similar exposure rates, which may contribute to increased levels of compassion fatigue among teachers (National Center for Children in Poverty, 2007).

Additional research indicates that compassion fatigue not only produces symptoms in individuals but may also influence their cognitive perceptions of others’ goodwill (Schauben & Frazier, 1995) and generate broader psychological distress (Cornille & Myers, 1999). Given the intensity of the emotional burden associated with compassion fatigue, it raises questions about the potential impact on the quality of education delivered, regardless of the student population.

Research Gap. Despite the importance of Professional Quality of Life for educators, there is limited research examining how teaching satisfaction and fatigue interact to influence educational outcomes. While the link between satisfaction and fatigue has been well-documented in service professions such as nursing, evidence for teaching populations remains sparse (Borntrager et al., 2012). Educators are expected to perform a variety of complex roles, from motivating and managing students to observing, counseling, mentoring colleagues, leading schools, and facilitating change in themselves and their students (Cohen, Manion, & Morrison, 1996; Harrison & Killion, 2007). Johnson et al. (2005) ranked teaching as one of the most stressful professions, with stress levels comparable to those of nurses, paramedics, police officers, and social workers. The cumulative demands placed on educators increase their susceptibility to teaching fatigue, which manifests as emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson, & Leiter, 1996, p. 4). These experiences can ultimately contribute to a diminished Professional Quality of Life. This study sought to explore the levels of teaching satisfaction and fatigue among educators and examine the relationship between the two. By investigating these dynamics within the teaching profession—especially in nursing education—this research provides new insights into the application of Professional Quality of Life concepts beyond traditionally studied service professions.

Results and Findings:

Table 1: Demographic Profile of Nurse Educators (n=53)

Demographic Profile	Frequency	Percentage	Mean	SD
Age			45.19	14.5
Sex				
a. Male	33	62.26		
b. Female	18	33.96		
Length of Experience				
0 to 1 year	2	6.25		
2 years to 3 years	4	12.5		
4 years to 6 years	12	37.5		
7 years to 10 years	14	43.75		
10 years to 20 years	15	28.53		
20 and above	10	18.86		
Educational Attainment				
BSN	6	11.32		
MA/MS units	4	7.5		
MA/MS	26	49.05		
PhD/EdD units	1	1.88		
PhD/EdD	9	16.98		
MD	3	5.66		
JD	1	1.88		

Analysis. The table shows the demographic profile of nurse educator participants in the study. An average of 45 years old composed the sample. This suggests that middle adults are the composition of nurse educators in the university. The majority of nurse educators are male despite the profession being female-dominated. This suggests that despite the popular social bias toward female-dominated discipline, more men are inclined to teach, which may be a welcome development in a gender-biased society. Most nurse educators have been in teaching positions for more than 15 years. This suggests that nurse educator participants are experienced educators in their field of specialization. Corroborating the findings of almost half of the nurse educator participants as MA prepared.

Table 2: Teaching Satisfaction of Nurse Educators (n=53)

Teaching Satisfaction Parameters	Mean	SD	VI
1. I am happy	4.16	1.02	Often
2. I get satisfaction from being able to teach	4.43	0.98	Often
3. I feel connected to others	4.11	1.07	Often
4. I feel invigorated after working with those I teach	4.16	0.96	Often
5. I like my work as a teacher	4.43	1.00	Often
6. I have beliefs that sustain me.	4.39	1.03	Often
7. I am pleased with how I am able to keep up with teaching techniques and protocols.	4.20	1.08	Often
8. I am the person I always wanted to be.	4.05	1.05	Often
9. My work makes me feel satisfied.	4.28	1.01	Often
10. I have happy thoughts and feelings about those I teach and how I could help them.	4.37	1.01	Often
11. I believe I can make a difference through my work.	4.35	1.01	Often
12. I am proud of what I can do to teach.	4.41	1.01	Often
13. I have thoughts that I am a "success" as a teacher.	4.15	1.05	Often
14. I am a very caring person.	4.35	1.04	Often
15. I am happy that I chose to do this work	4.35	0.99	Often
Weighted Mean	4.28		Often

Legend:

- 1.00-1.90 Never
- 1.91-2.90 Rarely
- 2.91-3.90 Sometime
- 3.91-4.90 Often
- 4.91-5.00 Very Often

Analysis.The table shows the teaching satisfaction of the nurse educators in the study. The overall mean teaching satisfaction of nurse educators is 4.28. This is interpreted as 'often'. The highest mean scores in teaching satisfaction are observed in two parameters: "I get satisfaction from being able to teach," with a mean score of 4.43, interpreted as "often," and "I like my work as a teacher," with a similar mean score. This suggests that nurse educators in the study are satisfied and like what they are doing. However, the lowest parameter with a mean rating of 4.05, interpreted likewise as "often," is "I am the person I always wanted to be," which appears to contradict the findings of satisfaction in teaching and like the work as a teacher. Though the mean difference of 0.38 may not be statistically significant enough to affect the rating, it is critical to understand that there is some sort of disconnect to what these nurse educators want to do besides teaching. This disconnect appears to be an emerging role conflict. Role conflict, as emphasized by Padmanabhanunni (2022), relates to a discrepancy between an individual's expected roles and their personal values.

Table 3: Teaching Fatigue of Nurse Educators (n=53)

Teaching Fatigue Parameters	Mean	SD	Interpretation
1. I am preoccupied with more than one person I teach	2.79	1.43	Sometime
2. I jump or am startled by unexpected sounds	2.37	1.13	Rarely
3. I find it difficult to separate my personal life from my life as a teacher	2.18	1.22	Rarely
4. I am not as productive at work because I am losing sleep over traumatic experiences of a person I teach	1.83	1.04	Never
5. I think that I might have been affected by the traumatic stress of those I teach	1.81	1.04	Never
6. I feel trapped by my job as a teacher	1.73	1.01	Never
7. Because of my teaching, I have felt "on edge" about various things	2.13	1.14	Rarely
8. I feel depressed because of the traumatic experiences of the people I teach	1.67	0.90	Never
9. I feel as though I am experiencing the trauma of someone, I have taught	1.79	1.01	Never
10. I feel worn out because of my work as a teacher	1.86	1.09	Rarely
11. I feel overwhelmed because my work load seems endless.	2.11	1.22	Rarely
12. I avoid certain activities or situations because they remind me of frightening experiences of the people I teach	1.77	1.02	Rarely
13. As a result of my teaching, I have intrusive, frightening thoughts.	1.64	0.93	Never
14. I feel "bogged down" by the system.	1.92	1.25	Rarely
15. I can't recall important parts of my work with trauma victims.	1.58	0.85	Never
Weighted Mean	1.98		Rarely

Legend:

- 1.00-1.90 Never
- 1.91-2.90 Rarely
- 2.91-3.90 Sometime
- 3.91-4.90 Often
- 4.91-5.00 Very Often

Analysis.The table shows the teaching fatigue rating of the nurse educators. Nurse educators in the study sometimes feel preoccupied with more than one person to teach, with a mean score of 2.79. The nurse educators in the study experienced jumping or being startled by unexpected sounds, with a mean score of 2.37 being the second-highest parameter in teaching fatigue. These findings suggest that nurse educators in the study may be experiencing physical symptoms of stress. The third highest rating was observed in the parameter: "I find it difficult to separate my personal life from my life as a teacher," with a mean rating of 2.28. This suggests that nurse educators in the study are nervous and not calm or relaxed, suggestive likewise of beginning stress. The current study's finding is supported by the studies of Zhang (2022) and Padmanabhanunni (2022), stressing that role stress may have contributed to emotional exhaustion and burnout, reducing life satisfaction and teaching satisfaction. These findings conform with those of previous studies (Allan, 2019), which linked job satisfaction with a host of positive variables, including a reduced risk of burnout and improved physical and psychological well-being.

Table 4: Correlation of Demographics and Teaching Satisfaction

Demographics	Teaching Satisfaction	Interpretation
Age	1.84	Very High Correlation
Sex	0.24	Low Correlation
Experience	1.91	Very High Correlation
Educational Attainment	-0.07	Negative Low Correlation

Sig: 0.05

Analysis.The table shows the correlation statistics of demographic profile and teaching satisfaction. The results show a very high correlation between age and teaching experience profile, while gender and educational attainment have low to moderate negative correlations. The very high correlation between teaching satisfaction and age may be attributed to the sample's psychosocial characteristics. Erickson emphasized that the age group is under middle adulthood characterized by generativity versus stagnation. This stage is when someone has made a positive impact and contributed to the world. The meaning full work of a teacher is a manifestation of this result. The low correlation between teaching satisfaction and sex suggests that being satisfied in the teaching profession is not gender bias. However, there were studies that refute the current study findings on sex as related with teaching satisfaction, where there is a bias towards female teachers (Lampropoulou, 2024; Smetackova, 2017). The study of however, supports the current finding. The very high correlation between teaching satisfaction and experience, where there is a bias towards those with more than 10-20 years, may be attributed to almost half of the nurse educators who have stayed in the country to practice the profession and likewise may be attributed to the age of the sample. This suggests that more nurse educators are satisfied with teaching and may have decided to stay longer in teaching. The negative low correlation between educational attainment and teaching satisfaction may be attributed to a disconnect. The low rating corroborates the finding on the teaching satisfaction parameter, though described as often: "I am the person I always wanted to be" ($x=4.04$, $SD=1.05$). This may suggest that nurse educators with higher degrees may likely be neither satisfied nor dissatisfied, making the disconnect more notable.

Table 5: Correlations of Demographic Profile and Teaching Fatigue

Demographics	Teaching Fatigue	Interpretation
Age	1.04	Very High Correlation
Sex	1.06	Very High Correlation
Experience	1.07	Very High Correlation
Educational Attainment	0.23	Low Correlation

Sig: 0.05

Analysis.The table shows the teaching fatigue and correlations of demographic profiles. The results show very high correlations to low correlations along the profile of age, sex, teaching experience, and educational attainment. The very high correlation between age and teaching fatigue suggests that age has a correlation with teaching fatigue. Likewise, the very high correlation between teaching fatigue and experience among nurse educators in the study suggests that the length of experience is related to the feeling of fatigue. This is further corroborated by a high satisfaction rating made by nurse educators who have been in education for 10-20 years. The very high correlations, on the other hand, with age and sex may suggest that those in the middle adulthood stage and males are more likely to feel fatigued. However, the bias towards gender may be attributed to the fact that the sample was predominantly men.

Table 6: Correlation of Teaching Satisfaction and Teaching Fatigue

Teaching Satisfaction	
Teaching Fatigue	-0.10

Sig: 0.05

Analysis

The negative, very low correlation between teaching satisfaction and fatigue suggests no relationship exists between the two constructs among the nurse educators in the study. This means that as teaching satisfaction improves, it is not related to teaching fatigue and vice versa.

Conclusions

1. Nurse educators in the study are satisfied with their work as teachers, though there is a degree of disconnect to what these nurse educators want to do besides teaching, as reflected in the lowest rating made on the parameter: "I am the person I always wanted to be"
2. There is a beginning preoccupation with teaching with more than one person among nurse educators in the study.
3. There is a very high correlation between age and teaching experience profile, while gender and educational attainment have low to moderate negative correlations with teaching satisfaction.
4. There is a very high correlation to low correlations along the profile of age, sex, teaching experience, and educational attainment with teaching fatigue.
5. There is a negative, very low correlation between teaching satisfaction and teaching fatigue

Recommendations

1. The University's recruitment of prospective faculty members should consider age as a factor. Younger faculty members with PhD should be considered in ensuring that teaching satisfaction may be achieved, thereby preventing teaching fatigue in the future.
2. The Human Resource Office of the University may consider self-actualization training programs for faculty members in the middle adult group to contribute to the process of development of personhood.
3. A comparison of the nurse educators' teaching satisfaction and teaching fatigue may provide a richer understanding of the constructs.

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Professional Quality of Life and Teaching Fatigue of Educators

Please rate as honestly as possible how frequently you experiencing the statement descriptors in the last 30 days, using a five point likert scale, where 5-Very often, 4-Often, 3-Sometimes, 2-Rarely, 1- Never

Teaching Satisfaction Parameters	5	4	3	2	1
1. I am happy					
2. I get satisfaction from being able to teach					
3. I feel connected to others					
4. I feel invigorated after working with those I teach					
5. I like my work as a teacher					
6. I have beliefs that sustain me.					
7. I am pleased with how I am able to keep up with teaching techniques and protocols.					
8. I am the person I always wanted to be.					
9. My work makes me feel satisfied.					
10. I have happy thoughts and feelings about those I teach and how I could help them.					
11. I believe I can make a difference through my work.					
12. I am proud of what I can do to teach.					
13. I have thoughts that I am a "success" as a teacher.					
14. I am a very caring person.					
15. I am happy that I chose to do this work					

Teaching Fatigue Parameters	5	4	3	2	1
1. I am preoccupied with more than one person I teach					
2. I jump or am startled by unexpected sounds					
3. I find it difficult to separate my personal life from my life as a teacher					
4. I am not as productive at work because I am losing sleep over traumatic experiences of a person I teach					
5. I think that I might have been affected by the traumatic stress of those I teach					
6. I feel trapped by my job as a teacher					
7. Because of my teaching, I have felt "on edge" about various things					
8. I feel depressed because of the traumatic experiences of the people I teach					
9. I feel as though I am experiencing the trauma of someone I have taught					
10. I feel worn out because of my work as a teacher					
11. I feel overwhelmed because my work load seems endless.					
12. I avoid certain activities or situations because they remind me of frightening experiences of the people I teach					
13. As a result of my teaching, I have intrusive, frightening thoughts.					
14. I feel "bogged down" by the system.					
15. I can't recall important parts of my work with trauma victims.					