



Influence of Number of Years of Service on Educational Workers' Compassion Fatigue and Burnout: A Comparative Analysis

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Abstract: The purpose of this quantitative analysis was to determine the influence of the number of years of service on educational workers' (teachers, support staff, administrators) rates of compassion fatigue and burnout in Alberta, Canada. Compassion fatigue and burnout are two psychological workplace hazards that can have negative impacts on the well-being of educational workers. Methods: Comparative quantitative analysis was applied to survey results collected between June 2020 and June 2021. A total of 3,900 survey responses were analyzed and compared to find within-group differences based on years of service in the education field. Results: While the risk for both compassion fatigue and burnout was found to be moderate across all groups, significance was found with respondents having more than twenty years of experience. Further, data suggested that the range of symptoms felt by later-career educational workers was different than those of early-career educational workers. Discussion: Findings suggest that years of service are a significant consideration when designing workplace well-being programs for educational workers. Rather than focusing on the needs of beginning-career educational workers, special programming and policies are required to address the workplace well-being needs of middle and later-career educational workers.

Keywords: Workplace Well-Being, Burnout, Compassion Fatigue, Years of Service, Teachers, Teacher Training

Introduction

Increased mental and emotional health distress in educational workers has been observed by organizations concerned with education requiring intervention. However, the influence of burnout and compassion fatigue on educational workers is not well understood in the province of Alberta, Canada. In January 2020, three partners concerned with public education in Alberta—the Alberta Teachers' Association (ATA), the Werklund School of Education, and the Alberta School Employee Benefit Plan (ASEBP)—initiated the Compassion Fatigue, Burnout, and Emotional Labour Study (Kendrick 2022) to investigate the relatively understudied experiences and extent of compassion fatigue and burnout in educational workers in Alberta, Canada.

The two-year research study focused on the following three questions:

1. What is the scope of compassion fatigue and burnout in Alberta's educational workers?
2. What is the lived experience of Alberta's educational workers with compassion fatigue and burnout?
3. What can be done to prevent or treat these psychological work hazards in the field of education?

To address these questions, this research study was developed over three distinct phases for two years (2020–2022). In Phase One (Kendrick and ATA 2020), data were collected through an online survey using the Professional Quality of Life version 5 (ProQOL-5) (Stamm 2010) and the Maslach and Jackson burnout inventory (1981) that was made available to educational workers, including educational assistants, teachers, school leaders, and support staff, by the ATA and ASEBP for three weeks in June 2020. More than 2,000 survey responses were collected during this first phase.

Data collected and analyzed during Phase Two (Kendrick and ATA 2021a) consisted of the thematic analysis of qualitative interviews with fifty-three individual educational workers. The intent of the second phase was to understand the lived experience of educational workers with compassion fatigue and burnout. The interview data were analyzed using constant comparison thematic analysis (Creswell 2015), and the codes and themes were validated through discussion with the Advisory Council for the study.

The final phase, Phase Three (Kendrick and ATA 2021b; Kendrick 2022), entailed a second run of the survey first developed in Phase One, which was available for three weeks in January 2021. In addition to an open, online survey, the Phase Three data collection included a random, stratified sample of the membership of the ATA. Another two thousand responses were collected via these two surveys.

The data collected between 2020 and 2022 were first analyzed in aggregate, using descriptive statistics to explore the scope and lived experience of Alberta's educational workers with compassion fatigue and burnout. Given the enormous amount of data collected, further analysis was needed to gain deeper insight into the experiences of compassion fatigue and burnout with educational workers. Using the quantitative data collected at the two data points during Phases 1 and 3, a quantitative comparative analysis was initiated to understand if other factors, specifically years of service as an educator, had any significance on the rates of compassion fatigue and burnout in Alberta's educational workers. Of specific interest was the influence of the number of years of service on the rates of compassion fatigue, compassion satisfaction, and burnout on educational workers. The research question guiding the new data analysis was, what (if any) was the influence of the number of years of service on the compassion fatigue, burnout, and compassion satisfaction rates of Alberta's educational workers?

Literature Review

Compassion is a crucial component of creating a safe, warm, and caring learning environment for children and youth. Defined as the noticing, feeling, and acting on the suffering of others (Goetz, Keltner and Simon-Thomas 2010), the emotion of compassion prompts educational workers to address and relieve any perceived suffering of their students. Compassion satisfaction, or the joy felt when one's compassion is acted upon (Aiken and Foutz 2022; Figley 2002; Sacco and Copel 2018), is integral to educational workers' continued motivation to remain committed to their work with children and youth.

Compassion stress (secondary traumatic stress) and compassion fatigue (secondary traumatic stress disorder) are psychological workplace hazards that can emerge in educational caregivers who perform crisis (Figley 1995) and trauma (Valent 2002) work. Crisis work involves working directly with students or colleagues during a traumatic event (such as a natural disaster), and trauma work involves listening to a student or colleague describe a traumatic event they have experienced. The symptoms of both compassion stress and compassion fatigue are similar and include mental and physical exhaustion, replaying or reliving the traumatic event or disclosure, feeling discouraged or unable to provide help, and "putting oneself in a box" (Kendrick 2022) and disassociating from the student or colleague. The severity, frequency, and nature of the crisis or trauma work provided will influence the educational workers' experience of these symptoms.

Educational workers are required to provide safe, warm, and caring educational spaces, so when traumatic events happen (such as forest fires or violence at school), they are positioned as first responders and social workers, despite not having the training or expertise to act as such (Blad 2017; Tibble 1954; Talvio et al. 2013). In educational settings, rarely is crisis or trauma work completed in private, because often the traumatic event is public, involves several students simultaneously, and requires the educational worker to manage not only the student experiencing the traumatic event, but also the student bystanders who may also be in the classroom or other public space.

Coinciding with the provision of this crisis and trauma work, educational workers have increasingly felt the impacts of squeezed educational budgets (Canadian Teachers' Federation, n.d.; Macfarlane and Lee 2023), accelerating technological change to pedagogical practices (Garcia et al. 2023), increased curricular requirements (ATA 2023), and the culture wars between more and less progressive community members related to social issues taught at school (Farag 2023). The results of these shifts have been both positive and negative for educational workers; however, change can result in increased workloads and work intensification, a known workplace stressor (Mauno et al. 2023).

A common narrative in the educational field is that teachers at the beginning of their careers (zero to five years of service) experience greater attrition from the profession (Flushman, Guise, and Hegg 2021), with the causes cited as burnout (Kelly and Northrop 2015), navigating complex boundaries between personal and professional life (Clandinin et

al. 2015), and developing levels of teacher resilience (Beltman, Mansfield, and Price 2011). However, burnout is defined as the influence of overwork over time (World Health Organization 2019); thus, understanding the longer-term impacts of the symptoms of burnout on later-career teachers is equally important to ensuring a robust and well educational workforce.

The purpose of this data analysis was to discover whether mid-career (five to fifteen years of service) and late-career (more than fifteen years of service) educational workers experience workplace stress and distress related to compassion fatigue and burnout differently than their beginner (zero to five years of service) colleagues.

Methodology

A comparative analysis of the statistical data gathered was completed from the surveys that were administered in June 2020 and January 2021 during the Compassion Fatigue and Burnout Study (Kendrick 2022). The main objective of the new analysis was to uncover the influence of years of service on the respondents' experiences of compassion satisfaction, compassion stress and fatigue, and burnout. The data collected from these surveys were first cleaned and then analyzed to provide a more detailed and nuanced understanding of the experiences of compassion fatigue, compassion satisfaction, and burnout among educational workers. Because the survey population was uneven, rather than comparing across groups (for example, teachers to educational assistants), the analysis focused on similarities and differences within groups.

Participants

The survey respondents were recruited through two organizations with direct contact with a variety of educational workers—the ATA and the ASEBP. The ATA is the provincial bargaining and professional organization that represents all certificated teachers in Alberta (ATA, n.d.), and the ASEBP (ASEBP, n.d.) is the benefits plan provider for many educational workers (including teachers, administrators, and support staff). Participant recruitment involved providing a survey link through the two organizations' website homepages and social media channels (specifically Facebook and Twitter). The survey links were made available at two times, first in June 2020 for three weeks, and then again in January 2021 for three weeks. During the January 2021 recruitment period, members from the ATA research staff curated a random stratified list of participants and made the survey link directly available to this group via email.

While the survey data was collected during the COVID-19 pandemic, the survey participants identified the pandemic as an intensifier of already felt fatigue. The pandemic itself was largely viewed by participants as placing acute on chronic stress (Gabrielli et al. 2014). The survey consisted of a mixture of Likert-style, open-ended, and checklist questions related to compassion satisfaction, compassion fatigue, burnout, and resource interventions.

Of specific interest to this research study were the responses to the Likert-style questions, which were created based on the ProQOL-5 survey for assessing compassion fatigue (ProQOL, n.d.) and the Maslach and Jackson Burnout Inventory (Maslach and Jackson 1981). These survey questions generated numerical data that formed the basis for the analysis (see Appendix 1 for the list of questions).

Demographic information was also collected and included general area of residence in the province of Alberta, years of service in the educational field, job role, and gender. Racial and ethnic data were not collected in this survey, although it will be collected in future iterations for a better understanding of the role of race and ethnicity in educational workers' feelings of psychological safety. A significantly higher number of respondents identified as teachers than all other job roles, so for the comparative analysis, the two data groups used were teachers and school administrators (all other job roles).

Data Analysis

For data analysis, both descriptive and inferential statistics were applied to the aggregate data collected between June 2020 and January 2021 using SPSS version 28. A total of 3,611 survey responses were included in the analysis. For the descriptive statistics such as mean and percentages, tables and graphs were used to describe the general compassion satisfaction and compassion fatigue scores among educational workers. The educational workers group was then further divided into two groups—teachers, representing the majority of respondents ($N = 3,111$), and administrators ($N = 500$), including educational leaders and other staff members.

Participants' responses to each ProQOL-5 question were summed and categorized into three levels based on the suggested analysis of this survey (Stamm 2010). As per the ProQOL-5 categorization, participants who obtained a sum of twenty-two or less were interpreted as having high levels of compassion satisfaction or low levels of compassion fatigue. A sum between twenty-three and forty-one (inclusive) should be interpreted as moderate-level compassion satisfaction or compassion stress (secondary traumatic stress) rather than compassion fatigue (secondary traumatic stress disorder) (Figley 2002). A sum of forty-two or more should be considered a low level of compassion satisfaction or a high level of compassion fatigue.

Years of service comprised one of the demographic questions in the surveys. The response options were created based on the average retirement age, which is expected after age fifty-five or twenty-five to thirty years of service (Alberta Teachers' Retirement Fund 2023), and therefore denoted as zero to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and more than twenty-one years. Of the total participants, 85percent identified as female mirroring the overall educator workforce population, which is dominated by women (Statistics Canada 2016).

Prior to data analysis, erroneous entries and missing values were checked, and data were cleaned. Inferential statistics, specifically Analysis of Variance (ANOVA), were used to

determine the effects of the number of years of service by educational workers on both teachers and school administrators (including all non-teacher staff such as managers, school leaders, and support staff) regarding their compassion satisfaction, compassion fatigue, and burnout. Various assumptions, including normality, univariate outliers, homogeneity of variance, and independence of the data, were checked and met as an underlying ANOVA, as outlined by Tabachnick and Fidell (2019). ANOVA output does not identify which specific differences between pairs of means are significant; thus, we used post-hoc tests, specifically the Bonferroni correction, to explore differences between multiple groups using the number of years of service.

Results

Figure 1 shows the levels of compassion satisfaction and compassion fatigue determined through the teachers’ responses to the ProQOL-5 survey questions. A majority of the 2,361 (75.9%) teacher respondents had a calculated compassion satisfaction score of twenty-three to forty-one (rated as moderate), while 2,250 (72.3%) teacher respondents had a calculated compassion fatigue score of twenty-three to forty-one (rated as moderate). These results suggest that the majority of the teacher respondents attained both a moderate level of compassion satisfaction and compassion fatigue. The survey automatically calculated the respondents’ compassion satisfaction and compassion fatigue scores, and a subsequent question asked the respondents to self-select between compassion fatigue and compassion satisfaction. The self-selected scores by respondents resulted in 54.3% selecting compassion fatigue and 45.7% selecting compassion satisfaction (ATA and Kendrick 2021, 16).

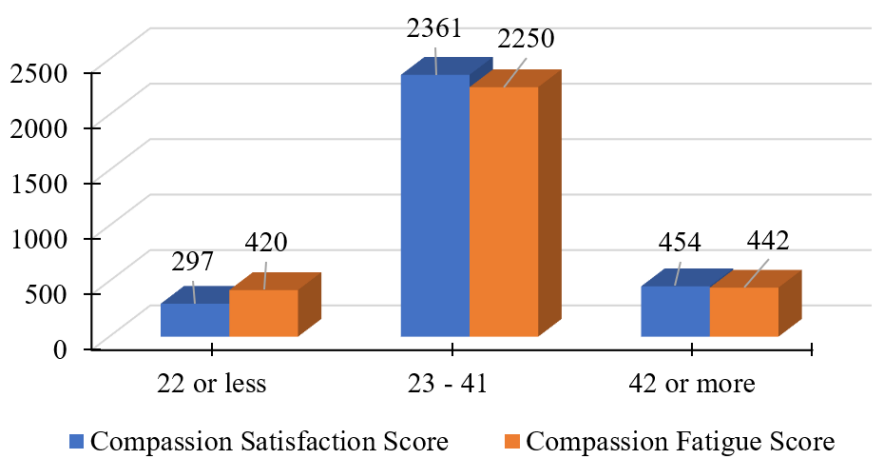


Figure 1: Levels of Teachers’ Compassion Satisfaction and Compassion Fatigue

As Figure 2 reveals, 73.4 percent of the administrator respondents had a compassion satisfaction score of twenty-three to forty-one (moderate), and 65 percent administrator respondents had a compassion fatigue score of twenty-three to forty-one (moderate). These

results suggest that a majority of the administrator respondents who responded to the survey had a calculated score of both moderate compassion satisfaction and compassion fatigue. From the calculated scores, the respondents self-selected between compassion fatigue and compassion satisfaction which formed the basis for the descriptive statistics for a follow-up question “Based on your numerical score, do you feel compassion satisfaction or compassion fatigue?”

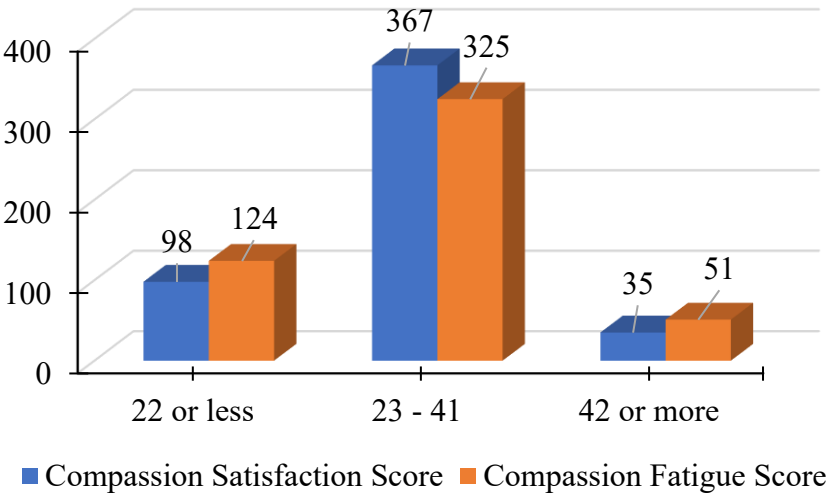


Figure 2: Levels of Administrators' Compassion Satisfaction and Compassion Fatigue

Teachers' and Administrators' Compassion Satisfaction and Fatigue Based on Experience

Table 1 presents the descriptive statistics of teachers' and administrators' compassion satisfaction and compassion fatigue based on their number of years of education service.

Table 1: Teachers' and Administrators' Compassion Satisfaction and Compassion Fatigue Based on Experience

Character of Compassion	Teachers (N = 3,111)				Administrators (N = 500)		
	Experiences (Years)	N	Mean	Interpretation	N	Mean	Interpretation
Compassion Satisfaction	0–5	627	32.53	Moderate	99	30.20	Moderate
	6–10	688	33.27	Moderate	71	32.45	Moderate
	11–15	595	33.54	Moderate	83	30.66	Moderate
	16–20	513	32.73	Moderate	85	30.74	Moderate
	21+	688	31.27	Moderate	162	26.96	Moderate
	Total	3,111	32.64	Moderate	500	29.64	Moderate

Compassion Fatigue	0–5	627	32.32	Moderate	99	27.31	Moderate
	6–10	688	32.81	Moderate	71	29.87	Moderate
	11–15	595	32.28	Moderate	83	29.93	Moderate
	16–20	513	32.05	Moderate	85	30.74	Moderate
	21+	688	30.82	Moderate	162	28.96	Moderate
	Total	3,111	32.04	Moderate	500	29.23	Moderate

As shown in Table 1, on average, participants had a calculated score of moderate compassion satisfaction and compassion fatigue. While generally evenly represented across the years-of-service spectrum, a small majority of research participants, totaling 23.5 percent of the respondents, had served more than twenty-one years in education service. To determine the significance of the number of years of service on respondents’ compassion satisfaction and compassion fatigue mean scores, ANOVA was conducted, as shown in Table 2.

Table 2: ANOVA Results on Teachers’ and Administrators’ CS and CF Based on Experience

			<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Teachers</i>	Compassion Satisfaction	Between Groups	2,066.66	4	516.67	6.87	<.001
		Within Groups	233,701.87	3,106	75.24		
		Total	235,768.53	3,110			
	Compassion Fatigue	Between Groups	1,511.63	4	377.91	5.13	<.001
		Within Groups	228,788.77	3,106	73.66		
		Total	230,300.40	3,110			
<i>Administrators</i>	Compassion Satisfaction	Between Groups	1,948.38	4	487.10	8.11	<.001
		Within Groups	29,729.10	495	60.06		
		Total	31,677.48	499			
	Compassion Fatigue	Between Groups	639.74	4	159.94	2.04	.088
		Within Groups	38,795.72	495	78.38		
		Total	39,435.46	499			

Teachers' and Administrators' Burnout Based on Experience

Table 3 presents the frequency and percentages of teachers and administrators' burnout symptoms based on the number of years they have served in the education service.

Table 3: Burnout Among Teachers

<i>Burnout</i>		<i>Years of Service (Years)</i>					<i>Total</i>
		<i>0–5</i>	<i>6–10</i>	<i>11–15</i>	<i>16–20</i>	<i>21+</i>	
Lack of Energy	n	586	636	542	453	600	2,817
	%	19.2	20.8	17.8	14.8	19.7	92.3
Exhaustion	n	561	607	511	437	556	2,672
	%	18.4	19.9	16.7	14.3	18.2	87.5
Concentration Problems	n	465	498	405	347	419	2,134
	%	15.2	16.3	13.3	11.4	13.7	69.9
Reduced Initiative to Complete Work-Related Tasks	n	464	516	408	325	410	2123
	%	15.2	16.9	13.4	10.6	13.4	69.6
Sleep Disorders	n	322	374	339	345	449	1,829
	%	10.6	12.3	11.1	11.3	14.7	59.9
Reduced Performance of Work-Related Tasks	n	393	430	325	267	325	1,740
	%	12.9	14.1	10.6	8.7	10.6	57.0
Reduced imagination or creativity	n	367	419	345	258	328	1,717
	%	12.0	13.7	11.3	8.5	10.7	56.3
Memory Problems	n	324	359	323	291	365	1,662
	%	10.6	11.8	10.6	9.5	12.0	54.5
Inability to Make Decisions	n	287	336	252	204	247	1,326
	%	9.4	11.0	8.3	6.7	8.1	43.4
Apathy or Lack of Emotional Commitment to Work	n	171	203	170	130	153	827
	%	5.6	6.7	5.6	4.3	5.0	27.1
Reduced Desire to Help Colleagues or Other Staff	n	146	187	171	100	137	741
	%	4.8	6.1	5.6	3.3	4.5	24.3
Reduced Desire to Help Students	n	128	150	140	86	107	611
	%	4.2	4.9	4.6	2.8	3.5	20.0

Based on the results shown in Table 3, burnout symptoms were a significant issue for teachers across all levels of teaching experience. However, some burnout symptoms were more prevalent among teachers with certain numbers of years of experience. The results showed that the most prevalent symptoms reported were lack of energy (92.3%), exhaustion (87.5%), concentration problems (69.9%), reduced initiative to complete work-related tasks (69.6%), sleep disorders (59.9%), memory problems (59.9%), and reduced performance of work-related tasks (57.0%). Interestingly, these symptoms were most dominant among

teachers with six to ten years of teaching experience, followed closely by those with zero to five years of teaching service. This suggests that the prevention of burnout in the early stages of one’s career should be focused on relieving the physical symptoms related to lack of energy and physical exhaustion. As sleep disorders were most prevalent among teachers with more than twenty-one years of teaching experience, focus should be on sleep hygiene for later-career educators.

Table 4: Burnout Among Administrators

<i>Burnout</i>	<i>Years of Service (Years)</i>						<i>Total</i>
		<i>0–5</i>	<i>6–10</i>	<i>11–15</i>	<i>16–20</i>	<i>21+</i>	
Lack of Energy	n	78	59	78	72	132	419
	%	16.1	12.2	16.1	14.9	27.3	86.7
Exhaustion	n	75	56	67	73	121	392
	%	15.5	11.6	13.9	15.1	25.1	81.2
Concentration Problems	n	64	46	56	61	99	326
	%	13.3	9.5	11.6	12.6	20.5	67.5
Reduced Initiative to Complete Work-Related Tasks	n	56	43	46	54	86	285
	%	11.6	8.9	9.5	11.2	17.8	59.0
Memory Problems	n	47	36	47	46	83	259
	%	9.7	7.5	9.7	9.5	17.2	53.6
Sleep Disorders	n	51	32	37	46	91	257
	%	10.6	6.6	7.7	9.5	18.8	53.2
Reduced Performance of Work-Related Tasks	n	40	41	43	48	74	246
	%	8.3	8.5	8.9	9.9	15.3	50.9
Reduced Imagination or Creativity	n	39	34	34	41	60	208
	%	8.1	7.0	7.0	8.5	12.4	43.1
Inability to Make Decisions	n	34	29	29	32	54	178
	%	7.0	6.0	6.0	6.6	11.2	36.9
Apathy or Lack of Emotional Commitment to Work	n	15	23	19	19	29	105
	%	3.1	4.8	3.9	3.9	6.0	21.7
Reduced Desire to Help Colleagues or Other Staff	n	12	16	16	13	17	74
	%	2.5	3.3	3.3	2.7	3.5	15.3
Reduced Desire to Help Students	n	6	11	7	8	12	44
	%	1.2	2.3	1.4	1.7	2.5	9.1

The results presented in Table 4 show that burnout symptoms were predominant among administrators, regardless of the number of years served in their role as administrators in the education sector. Nevertheless, these burnout symptoms were more prevalent among administrators with certain numbers of years of experience. For example, the results indicated that the most prevalent symptoms reported were lack of energy (87.6%), exhaustion (81.2%),

concentration problems (67.5%), reduced initiative to complete work-related tasks (59.0%), memory problems (53.6%), and sleep disorders (53.2%). These symptoms were most prevalent among administrators with more than twenty-one years of experience compared to other categories of administrators. This result suggests that administrators who have served for more than twenty-one years in the education sector experience significant physical and emotional fatigue in their roles, a problem that should be addressed using targeted measures.

Discussion

The results of this comparative analysis are significant for several reasons. A common assumption about educational workers' workplace well-being has been that early-career educational workers are at a higher risk for burnout than later career educational workers. While they may noticeably leave the profession at higher rates (Buchanan et al. 2013; Clandinin et al. 2015; Kelly and Northrop 2015), the risk for compassion fatigue and burnout appears to be consistent across all years of service. While educational workers with more than twenty-one years of experience had slightly higher rates of both compassion fatigue and compassion satisfaction than the rest of the surveyed population, across the field of education, compassion stress and compassion fatigue were problematic and require workplace solutions that consider the specific contexts and symptoms of occupational well-being distress.

Firstly, understanding the strategies and workplace conditions that have either prevented or exacerbated the experiences of compassion fatigue and burnout experienced by later-career educational workers was not addressed in this study. However, understanding how later-career educational workers have coped with their psychological distress and have remained within the field of education could be a critical component of developing a long-term plan for educational workplace well-being. Further study into the experiences of later career educational workers could provide key insights into the conditions required to retain experienced personnel in the profession.

Second, the comparative analysis based on teachers' years of service showed demonstratively different symptoms of burnout. While early-career educators are more likely to feel emotional or physical fatigue, later-career teachers highlighted cognitive and decision-making fatigue as a result of overwork. The differences in burnout symptoms may be related to other factors, such as increased caregiving responsibilities of middle- or late-career women (ATA, Smith, and Thompson 2022). Middle career educators may find themselves in the "sandwich generation" (DeRigne and Ferrante 2012), caring for both their aging parents and young children. As with compassion fatigue, understanding how later-career educational workers have tempered or managed their burnout symptoms is a necessary part of developing a useful intervention for workplace well-being in the field of education. The impact of gender is an area of further study as it may have impacts on the experiences of stress and distress by educational workers which has implications for prevention and treatment.

Finally, this comparative analysis provides a basis for the further study of non-teaching professionals in the field of education. As noted, a disproportionate number of teachers

responded to the survey. While some inferences could be drawn from the smaller sample of administrators, including such diverse roles as educational assistants, school and system leaders, and support staff, a more concerted effort should be made to gather data related to their experiences with compassion fatigue and burnout in their work roles.

In the present work, the support staff and school leaders had different experiences with workplace well-being. Support staff were often ignored or expected to provide crisis or trauma work outside of their job descriptions, while school and system leaders spoke of their specific issues with supporting and managing other adults (ATA and Kendrick 2021). The small survey sample supported these two emergent themes from the qualitative data, but a stronger participant pool is needed to make conclusions beyond the surveys themselves (Creswell 2015).

Limitations

The present study represents a re-analysis of data collected between June 2020 and July 2021, a difficult period across the globe due to the COVID-19 pandemic. While the data suggests that the pandemic's impact on educators' compassion fatigue and burnout was to intensify symptoms of psychological health distress, further study needs to be done to understand if the distress is minimized once the acute period of the pandemic was over.

The quantitative data demonstrates that later career educational workers experience compassion fatigue, compassion satisfaction, and burnout differently however the data does not explain why this difference exists. Further research is needed to understand the nuances of the different experiences between educational workers who have been in the field for differing amounts of time in order to make suggestions for prevention and treatment for these workers.

Lastly, while the participant group largely identified as female, gender differences could not be statistically compared due to the uneven sample size with participants who identified as male or gender diverse.

Conclusion

Because the risks of compassion fatigue and burnout are consistent across the career of educational workers, workplace well-being must be a collective effort by all individuals involved in the field of education. In order to create safe, warm, and caring learning environments for children and youth, the adults who work with them need to be compassionate and have the energy and time to address or reduce students' suffering. Building, prioritizing, and repairing the occupational well-being of educational workers is a long-term and collaborative process that needs to be supported and resourced by educational workers' professional associations, faculties of education and other training institutions, benefits providers, and ministries of education.

Understanding the influence of compassion fatigue and burnout across the career of an educational worker has implications for system policies and practices related to workplace

well-being. The interventions that may be useful for early career educators, such as focusing on sleep hygiene as one way to recover from stress, may not be as useful for a middle career educator who has young children or other caregiving responsibilities. This research study suggests that workplace policies and health promotion programs need to be responsive to the number of years that an educator has been employed.

Finally, educational workers, especially those people who work as principals and teachers, experience higher levels of compassion satisfaction, suggesting that exploring their workplace conditions and interventions to promote their own well-being might be helpful when developing workplace well-being programs. Investigating and sharing their strategies for recovery and rest across all the periods of their career could provide essential insights into retaining workers having fewer years of service. Their mentorship and wisdom could help researchers understand the influence of years of service on the essential conditions for recovery from compassion fatigue and burnout.

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