International Journal of Multidisciplinary Research and Growth Evaluation.

Compassion Fatigue and Psychological Resilience Among Mentors of a Mentoring Program at a Private School in a Highly Urbanized City in Negros Island Region

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Article Info

ISSN (online): 2582-7138
Volume: 06
Issue: 03
March-April 2025
Received: 18-04-2025
Accepted: 17-05-2025
Page No: 1400-1408

Abstract
Mentoring has been recognized as essential for professional and personal development, yet mentors often experience compassion fatigue due to emotional demands in educational settings. Employing a quantitative descriptive-correlational approach, the study to determine the levels of compassion fatigue and psychological resilience of 67 mentors of a mentoring program at a private school in a highly urbanized city in the Negros Island Region, Philippines, when they were taken as a whole and when they were demographically grouped by sex, age, marital status, and years of service. The findings showed that mentors generally had moderate compassion fatigue and normal psychological resilience, with no notable differences based on demographics. Moreover, the study found a significant negative correlation between compassion fatigue and psychological resilience, indicating that higher resilience corresponded to lower fatigue. These results underscore those professional roles, more than personal demographics, mainly influence emotional well-being and emphasize the need for resilience-building to reduce compassion fatigue. The study's outcomes may guide mentors, teachers, school administrators, and researchers in enhancing mentor well-being, improving mentoring quality, and informing future studies on mental health and support systems in educational settings.

DOI: https://doi.org/10.54660/.IJMRGE.2025.6.3.1400-1408

Keywords: Mentoring, Compassion Fatigue, Psychological Resilience, Descriptive-Correlational, Negros Island, Philippines

1. Introduction

Mentoring has long been acknowledged as crucial for professional and personal development worldwide, especially in educational settings [1]. Mentors help student-mentees develop individually by fostering professional and personal growth, a sense of belonging at school, and a positive self-perception [2,3]. Additionally, psychological resilience is protective in assisting mentors in navigating the emotional demands of teaching and mentoring in the face of compassion fatigue, which is characterized as emotional exhaustion from continuous caring for others in helping professions [4,5]. Recognizing their role in creating emotionally safe learning environments, schools have adopted resilience-building strategies that reduce stress, enhance well-being, and support compassionate mentoring, as shown in compassion-focused interventions in Portugal [6–9]. International discourse generally agrees that mentors may overcome compassion fatigue and thrive through resilience if they receive the right assistance [10]. In the Asian context, growing concerns over student engagement have highlighted the need for effective mentoring programs as educators struggle to sustain interest from primary to university levels [11,12]. Since teachers carry their feelings, emotions, and values to the class, caring for their mental well-being and inner states is paramount in all educational contexts [13–16]. Studies indicate that collectivist values influence burnout responses, and mindfulness interventions have increased educators' resilience and self-compassion in China. Additionally, teacher-focused programs for high-risk students have improved both teacher and student mental health [17-19]. These highlight the effectiveness of culturally-tailored therapies in reducing compassion fatigue and increasing resilience in many Asian communities [20].

In the Philippines, teachers help shape students' lives by building connections and showing emotional and social stability, creating a supportive environment that encourages effective learning [21, 22]. However, the literature reveals gaps in understanding how teachers' competence affects students' academic performance [23]. Compassion fatigue has become more prevalent among teachers in the underfunded public schools in the Philippines as they cope with the growing needs of their students while dealing with a lack of resources and support, a heavy workload, challenging behavior, unclear roles, a poor work-life balance, and a lack of psychosocial services [24–26]. Despite these challenges, programs designed to improve psychological resilience improved teachers' coping skills and reduced stress [27].

In a private school mentoring program within a highly urbanized city in the Negros Island Region, Philippines, mentors are beginning to show signs of compassion fatigue. It has been observed that they balance various roles, including teaching, administrative duties, and providing emotional support, which, coupled with limited resources and high expectations, results in stress and emotional exhaustion. Despite their dedication, mentors struggle to safeguard their well-being due to the lack of support programs promoting resilience, which urged the researchers to investigate their level of compassion fatigue and psychological resilience among mentors within this setting.

Although compassion fatigue and resilience in other professions have been extensively explored, there is a noticeable lack of studies on mentors in educational settings, especially in the Philippines. A bibliometric analysis by Yi *et al*. [28] indicates that studies on compassion fatigue predominantly center on nurses and social workers, with limited attention to educators. Moreover, few studies focus on resilience programs for mentors, as most only target pedagogical skills and students' performance. As a result, even skilled teachers often struggle with emotional stress, leading to burnout and compassion fatigue [29]. Other than that, studies exploring the intersection of compassion fatigue and resilience in a single framework remain limited. The absence of context-specific empirical studies reveals a clear gap in the literature that this study is designed to fill in.

Thus, this study aimed to determine the levels of compassion fatigue and psychological resilience among mentors of a mentoring program at a private school in a highly urbanized city in the Negros Island Region in the Philippines relative to their sex, age, marital status, and years of service. The study also sought to determine the difference between the respondents' demographics and their levels of compassion fatigue and psychological resilience. In addition, the relationship between the levels of compassion fatigue and psychological resilience was investigated. The findings may offer valuable insights to help shape policies and programs to strengthen mentors' emotional resilience while shedding light on the frequently neglected concern of compassion fatigue within educational mentoring, particularly at a private school in a highly urbanized city in the Negros Island Region.

2. Framework of the Study

This study rests on the premise that compassion fatigue among mentors of a mentoring program at a private school in a highly urbanized city in the Philippines' Negros Island Region is relative to their psychological resilience. This study rests on the premise that compassion fatigue and psychological resilience among mentors of a mentoring program at a private school in a highly urbanized city in the Negros Island Region are inversely correlated. The theoretical foundation for this assumption is anchored on Stamm's [30] Professional Quality-Of-Life (ProQOL) Model. This model holds that individuals with higher psychological resilience are better equipped to manage work-related stressors, thereby reducing the risk of compassion fatigue. Regarding mentors, these models give a framework for understanding how their levels of compassion fatigue and psychological resilience interact.

3. Methods

3.1. Research Design

The study utilized a quantitative research design, particularly a descriptive-correlational method. The descriptive approach assessed the levels of compassionate fatigue and psychological resilience of mentors of a mentoring program at a private school in a highly urbanized city in the Negros Island Region, Philippines. Meanwhile, a correlational approach was used to determine the relationship between the respondents' levels of compassion fatigue and psychological resilience.

3.2 Respondents

To conduct this study, the researchers initially identified the total population of mentors of a mentoring program at a private school in a highly urbanized city in the Philippines' Negros Island Region. The researchers obtained the necessary approvals and permissions from the school administration. Additionally, the Clearance Form for Data Request was used to obtain the total population of coaches in the institution. Respondents were chosen through the total enumeration method since the total number of mentors (85) was less than 100 [31]. However, only 67 mentors completed and returned the survey, resulting in a 21.18% attrition rate, potentially due to unavailability, diminished interest, or conflicting schedules.

The demographic profile of the respondents is displayed in Table 1. With regard to sex, the majority were female, at 71.6% (n=48), while male respondents were just 28.4% (n=19). As for age, most of the participants were adults aged 26-44 years, comprising 61.2% (n=41), while respondents aged 45-59 made up the next largest group, at 26.9% (n=18), and young adults aged 18-25 were in the least category at 11.9% (n=8). Considering marital status, more than half were married (55.2%, n=37), while single respondents were 40.3% (n=27), and a few separated (4.5%, n=3). In terms of years of service, most respondents had served for 1-10 years, at 50.7% (n=34), followed by 11-20 years (29.9%, n=20), 21-30 years (11.9%, n=8), and more than 30 years (7.5%, n=5).

Table 1: Demographic Profile of the Respondents

Variable	n	%
Sex		
Female	48	71.6
Male	19	28.4
Age		
Young-adults (18-25)	8	11.9
Adults (26-44)	41	61.2
Middle-aged Adults (45-59)	18	26.9
Marital Status		
Single	27	40.3
Married	37	55.2
Separated	3	4.5
Years of Service		
1-10 years	34	50.7
11-20 years	20	29.9
21-30 years	8	11.9
>30 years	5	7.5
Total	67	100.0

3.3 Research Instrument

The researcher used a standardized questionnaire to determine the respondents' compassion fatigue and psychological resilience levels. The Compassion Fatigue Short Scale, developed by Adams *et al.* [32] with a 0.89 Content Validity Index and 0.90 reliability coefficient, was utilized to determine mentors' compassion fatigue levels. The scale consists of 13 total items; each was scored from 1 to 10 points (1: rarely/never, 10: very often). It is a Likert-type scale with two subdimensions: job burnout and secondary traumatic stress. The verbal descriptions of compassion fatigue levels were adapted from the instrument's authors. The scales used to interpret compassion fatigue were mean scores of 1.00–2.99 (low compassion fatigue); 3.00-4.99 (moderate compassion fatigue); and 5.00 and above (high compassion fatigue).

On the other hand, the Brief Resilience Scale (BRS) by Smith *et al.* [33] was used to measure the respondents' psychological resilience level. The BRS, which has internal consistency (Cronbach's alpha) from 0.80 to 0.91 across four samples, is comprised of 6 items. Items 1, 3, and 5 were positively worded, while items 2, 4, and 6 were negatively worded, thus, scored in reverse. The Likert Scale for the BRS is as follows: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Lastly, the verbal descriptions of the level of resiliency were based on the instrument's author: 1.00-2.99 (low resilience); 3.00-4.30 (normal resilience); and 4.31-5.00 (high resilience).

The study's main instrument was divided into three (3) parts: demographic profile of the respondents; Compassion Fatigue Short Scale, and Brief Resilience Scale (BRS).

3.3 Data Collection

Prior to the study, approval was obtained from the school administrator. Once approved, the researchers submitted a Clearance Form for Data Request to obtain the master list and total population of mentors. Then, the researchers distributed an Informed Consent Form to the respondents to request their consent. The questionnaires were administered in a conducive environment, and the respondents were given 15 minutes to answer the survey questionnaire. The questionnaires were provided via hard copy or online via Google Forms, depending on their availability and preference. After the data collection, the data were tabulated via Google Excel and sent to the University Statistician for careful examination, organization, and analysis. Finally, the Shapiro-Wilk Normality Test was utilized to determine the normality of the samples.

3.5 Data Analysis

The data were analyzed using descriptive and inferential statistics. The descriptive analysis used mean and standard deviation to determine the levels of compassion fatigue and psychological resilience. The Shapiro-Wilk Normality Test was used to assess the normality of the samples. Inferential statistical analyses, specifically a Mann-Whitney U test, were used to determine the difference between the levels of compassion fatigue and psychological resilience of the mentors when grouped according to sex. The Kruskal-Wallis H test was used to group variables: age, marital status, and years of service. Furthermore, Spearman rank-order correlation was used to determine the relationship between mentors' levels of compassion fatigue and psychological resilience. Finally, to ensure the study's ethical soundness, the researchers addressed the general principles of beneficence, justice, privacy and confidentiality, and respect for the rights of people involved.

4. Results and Discussion

4.1 Level of Compassionate Fatigue among Mentors of a Mentoring Program

Table 2 presents the level of compassion fatigue among mentoring program mentors. Overall, the level of compassion fatigue was moderate among the mentors (M=3.80, SD=1.50). When analyzed by sex, both female (M=3.80, SD=1.46) and male (M=3.78, SD=1.65) respondents exhibited moderate compassion fatigue. Across ages, it was found that adults aged between 26 and 44 years experienced a higher level of exhaustion (M=4.05, SD=1.38), followed by young adults aged between 18 and 25 (M=3.48, SD=1.34) and middle-aged adults aged between 45 to 59 years (M=3.36, SD=1.76), with all falling under the same moderate range. With regard to marital status, separated respondents reported highly experienced levels of compassion fatigue (M=5.21, SD=1.00), while single (M=3.81, SD=1.47) and married mentors (M=3.68, SD=1.53) reported moderate levels. The years of service indicated an average of the highest compassion fatigue reported for 21 to 30 (M=4.12, SD=1.67), followed by those with 11 to 20 (M=3.98, SD=1.56), from 1 to 10 years (M=3.74, SD=1.39), and more than 30 years who had a very low level of compassion fatigue (M=2.95, SD=1.90). The results suggest that, in general,

compassion fatigue was moderate among mentors but that higher levels of fatigue existed for relatively separated individuals and longer periods of service, except for those beyond the 30 years of service, who reportedly had lesser fatigue.

Table 2 shows detailed data on the compassion fatigue levels of mentors in a mentoring program. Based on the Compassion Fatigue Short Scale, the overall level of compassion fatigue, with a mean of 3.80 and a standard deviation of 1.50, is classified as Moderate. However, interesting patterns of variations appear across demographic groups and pose organizational implications.

Firstly, when analyzed by sex, the respondents with the highest mean compassion fatigue score (M=3.80, SD=1.46) are female. On the other hand, the respondents with the lowest mean proficiency score (M=3.78, SD=1.65) are male. This indicates that while mentors are not overwhelmed, they are experiencing some emotional fatigue and stress, necessitating self-care and support to prevent further psychological distress. The emotional demands of mentoring, exposure to mentees' traumas, and the challenges of balancing professional responsibilities could be attributed to these findings.

For instance, this moderate compassion fatigue exhibited by both male and female teachers highlights the need for proactive self-care and resilience-building interventions for mentors to safeguard their mental health and continue providing high-quality mentoring [34]. Furthermore, scoping studies indicate that organized programs like mindfulness-based professional development help teachers feel less depressed, anxious, and emotionally exhausted, allowing them to practice self-compassion and successful teaching [35–37].

Secondly, the respondents with the highest levels of exhaustion (M=4.05, SD=1.38) are adults aged 26 to 44 years old. Meanwhile, the respondents with the lowest levels of exhaustion are young adults aged 18 to 25 (M=3.48, SD=1.34), followed by middle-aged adults aged 45 to 59 (M=3.36, SD=1.76). This suggests that their level of compassion fatigue is all within the moderate range. Although none of the groups reached the high-fatigue threshold, these scores indicate noticeable emotional fatigue and burnout risk, signaling the need for self-care and support to prevent further distress. Existing resilience strategies and informal support networks that buffer against extreme exhaustion could all contribute to this trend.

Mentoring programs should incorporate age-specific support approaches, including self-care activities, as older mentors may feel compassion fatigue [38, 39]. Moreover, emotional exhaustion increases among educators over the age of 30, emphasizing the importance of specific resilience-training modules for mid-career mentors, helping them prevent compassion fatigue [39, 40]. Another organizational implication of the finding is the possibility of developing age-responsive coping techniques that boost mentor well-being across all generational cohorts [5].

Lastly, there are substantial disparities in compassion fatigue levels among mentors based on marital status and years of service. Separated mentors reported high levels of compassion fatigue (M=5.21, SD=1.00), whereas both single (M=3.81, SD=1.47) and married mentors (M=3.68, SD=1.53) reported moderate levels. Regarding tenure, compassion fatigue was moderate among mentors, but higher levels of fatigue existed for relatively longer periods of service, except for those beyond the thirty years of service (M=2.95, SD=1.90), who reportedly had lesser fatigue. A moderate level of compassion fatigue indicates that mentors require self-care and assistance to prevent further psychological distress while they are not overwhelmed. The increased fatigue levels among separated mentors might be linked to less emotional support systems since marital separation could diminish available coping resources. Similarly, mentors in the 21 to 30 years service bracket might face cumulative occupational stress without adequate coping mechanisms, whereas those with over 30 years may have developed resilience strategies over time, leading to lower fatigue levels.

The study's results pose organizational implications when looking at the disparity in compassion fatigue levels of marital status and years of service. Similar research has highlighted the prevalence and implications of compassion fatigue in teachers. Compassion fatigue was increasing among those who had personal trauma histories and were exposed to student trauma, highlighting the need for trauma-informed training [41] and socio-demographic factors, including marital status and years of service [42] correlates of stress, burnout, anxiety, and depression that made them a significant consideration when designing workplace well-being programs for educational workers [43,44], such as problem-focused coping strategies, which provide teachers a sense of purpose and improve their capacity to help students, thus boosting their level of compassion satisfaction [45].

Table 2: Level of Compassion Fatigue among Mentors of a Mentoring Program

Variable	M	SD	Interpretation
Sex			
Female	3.80	1.46	Moderate Compassion Fatigue
Male	3.78	1.65	Moderate Compassion Fatigue
Age			
Young -adults (18-25)	3.48	1.34	Moderate Compassion Fatigue
Adults (26-44)	4.05	1.38	Moderate Compassion Fatigue
Middle-aged Adults (45-59)	3.36	1.76	Moderate Compassion Fatigue
Marital Status			
Single	3.81	1.47	Moderate Compassion Fatigue
Married	3.68	1.53	Moderate Compassion Fatigue
Separated	5.21	1.00	High Compassion Fatigue
Years of Service			
1-10 years	3.74	1.39	Moderate Compassion Fatigue
11-20 years	3.98	1.56	Moderate Compassion Fatigue
21-30 years	4.12	1.67	Moderate Compassion Fatigue
>30 years	2.95	1.90	Low Compassion Fatigue
Whole	3.80	1.50	Moderate Compassion Fatigue
Mean Range: 1.00-2.99=Low Compassion Fatigue, 3.00-4.99=Moderate Compassion Fatigue, 5.00-10.00=High Compassion Fatigue			

4.2 Level of Psychological Resilience among Mentors of a Mentoring Program

As shown in Table 3, mentors possess a degree of psychological resilience. Overall, the mentors exhibited normal psychological resilience (M=3.59, SD=0.79). Whereas both female (M=3.54, SD=0.68) and male (M=3.70, SD=.103) participants showed normal resilience levels, young adults aged 18-25 had the highest resilience (M=3.96, SD=0.93), followed by middle-aged adults ages 45-59 (M=3.67, SD=0.72) and age groupings 26-44 (M=3.48, SD=0.78), all remaining in the normal range. In terms of marital status, their scores indicated that single (M=3.60, SD=0.90), married (M=3.59, SD=0.74), and separated (M=3.39, SD=0.35) mentors maintained normal psychological resilience. Concerning years on duty, the prevalence was slightly higher among mentors with 11-20 years of experience (M=3.63, SD=0.94), while those with 21-30 years (M=3.56, SD=0.80), 1-10 years (M=3.59, SD=0.76), and >30 years (M=3.43, SD=0.47) followed suit, all lying within the normal range. All of these mean values depict a relatively uniformly distributed psychological resilience among the demographic variables considered.

Generally, the normal level suggests that mentors can manage stress regardless of their demographic profiles. Their exceptional resiliency level may be influenced by their exposure to compassion fatigue and secondary traumatic stress, especially when dealing with students who experienced trauma, which could increase their capacity to recover [46]. However, given the inherent challenges of mentoring roles, proactive initiatives such as incorporating trauma-informed care training into schools might boost mentors' compassion satisfaction and prevent burnout [47]. Additionally, brief compassion-focused techniques have been demonstrated to improve stress-related symptoms in educators [48]. Also, establishing supportive networks and supervisory systems helps to reduce compassion fatigue [46]. In support, Paller and Quirap [49] claimed that tailored interventions can improve resilience and well-being. Collectively, these strategies underscore the importance of systemic support and continuous professional development in sustaining mentors' psychological resilience.

Table 3: Level of Psychological Resilience among Mentors of a Mentoring Program

Variable	M	SD	Interpretation
Sex			
Female	3.54	0.68	Normal resilience
Male	3.70	1.03	Normal resilience
Age			
Young -adults (18-25)	3.96	0.93	Normal resilience
Adults (26-44)	3.48	0.78	Normal resilience
Middle-aged Adults (45-59)	3.67	0.72	Normal resilience
Marital Status			
Single	3.60	0.90	Normal resilience
Married	3.59	0.74	Normal resilience
Separated	3.39	0.35	Normal resilience
Years of Service			
1-10 years	3.59	0.76	Normal resilience
11-20 years	3.63	0.94	Normal resilience
21-30 years	3.56	0.80	Normal resilience
>30 years	3.43	0.47	Normal resilience
Whole	3.59	0.79	Normal resilience
Mean Range: 1.00-2.99=Low resilience, 3.00-4.30=Normal resilience, 4.31-5.00=High Resilience			

4.3 Difference in the Level of Compassion Fatigue among Mentors of a Mentoring Program

Table 4 presents the differences in levels of compassion fatigue in relation to selected demographic variables among the mentors. Using the Mann-Whitney U test, results demonstrated that there were no differences in compassion fatigue between the female and male mentors [U=444.500, p=0.873]. The Kruskal-Wallis H test did not reveal any significant differences according to age [$\chi^2(2)=2.823$, p=0.244], marital status [$\chi^2(2)=3.292$, p=0.193], and years of service [$\chi^2(3)=2.036$, p=0.565]. This suggests that the mentors' compassion fatigue levels tended to be stable amongst demographic groups. Hence, the hypothesis is accepted.

The fact that there are no variations in compassion fatigue in sex, age, marital status, and years of service suggests that mentors in the mentoring program experience similar levels of emotional exhaustion regardless of demographic factors. This means that none of these variables influences their level of compassion fatigue. The ratings are congruent with Alghamdi and Sideridis [38], claiming that sex did not play a significant moderating role in a mentor's compassion fatigue. Also, the result is supported by Emeljanovas *et al.* [50] and Saglietti *et al.* [51], affirming that age was found to have no significant statistical impact on compassion fatigue. Moreover, mentors' marital status is not related to their emotional exhaustion, as Emeljanovas *et al.* [50] supported. Meanwhile, Emeljanovas *et al.* [50] and Kendrick *et al.* [52] also support that compassion fatigue does not differ in years of service. The result could be influenced by their shared professional challenges, such as high workloads and emotional demands, which affect educators regardless of demographic variables [46]. Also, this has something to do with robust institutional support and standardized mentorship frameworks that buffer individual vulnerabilities. This probably influenced their compassion fatigue, as Agyapong *et al.* [43] and Noor *et al.* [53] supported. Hence, they imply that demographic variables alone are insufficient predictors of compassion fatigue, underscoring the need for program-level interventions, such as resilience training and systemic support, that benefit all mentors regardless of background.

Table 4: Difference in the Level of Compassion Fatigue among Mentors of a Mentoring Program

Variable	U	z	p
Sex	444.500	-0.160	0.873
	χ^2	df	p
Age	2.823	2	0.244
Marital Status	3.292	2	0.193
Years of Service	2.036	3	0.565
Note: the difference in the means is significant when p≤0.05			

4.4 Difference in the Level of Psychological Resilience among Mentors of a Mentoring Program

Table 5 presents the differences in levels of compassion fatigue in relation to selected demographic variables on the mentors. Using the Mann-Whitney U test, there was no significant difference in psychological resilience between female and male mentors [U=434.500, p=0.764]. The Kruskal-Wallis H test did not reveal any significant differences in age groups [$\chi^2(2)=2.987$, p=0.225], marital status [$\chi^2(2)=0.163$, p=0.922], and years of service [$\chi^2(3)=0.059$, p=0.996]. Thus, the levels of psychological resilience among the mentors appear to be the same with respect to gender, age, marital status, and duration of service. Therefore, the hypothesis is accepted.

The rating reveals that mentors have a uniform capacity to recover from stress, regardless of their sex, marital status, or years of service. This suggests that their resilience is unaffected by these variables. Furthermore, the findings align with those of Chu and Liu [54], who found no significant difference in teacher resilience based on sex or duration of service. Similarly, resiliency did not significantly vary in Canadian teachers according to their age, as Agyapong *et al.* [55] supported. Also, Çevik & Doğan [56] found that marital status did not significantly impact psychological resilience. The result could be influenced by organizational support and personal coping resources that bolster resilience regardless of demographic factors [50, 57]. Consequently, these findings encourage schools to take a general approach in resilience-building intervention to ensure that all mentors benefit equally from support techniques rather than specific demographic groupings.

Table 5: Difference in the Level of Psychological Resilience among Mentors of a Mentoring Program

Variable	U	z	p
Sex	434.500	-0.300	0.764
	χ^2	df	p
Age	2.987	2	0.225
Marital Status	0.163	2	0.922
Years of Service	0.059	3	0.996
Note: the difference in the means is significant when p≤0.05			

4.5 Relationship Between Compassion Fatigue and Psychological Resilience Among Mentors

Table 6 presents the relationship existing between compassion fatigue and psychological resilience among mentors. Using Spearman rank correlation, the results showed a statistically significant negative correlation between compassion fatigue and psychological resilience [$r_s(65) = -0.353$, p = 0.003]. Hence, the null hypothesis is rejected.

The negative correlation indicates that an increase in compassion fatigue is accompanied by a decrease in psychological resilience. This means that mentors who suffer from high levels of compassion fatigue are likely to also attain low levels of psychological resilience. This association is congruent with Oberg *et al.* [58], claiming that teachers facing elevated compassion fatigue exhibited diminished psychological resilience, emphasizing the need for systemic support.

The correlation result could be influenced by increased exposure to student trauma, which has been linked to higher levels of compassion fatigue and secondary traumatic stress among teachers [58]. Here, the role of adequate training in trauma-informed practices is important in establishing psychological resilience and minimizing the impact of compassion fatigue on teachers, as supported by Ormiston *et al.* [46]. In fact, Christian-Brandt *et al.* [47] emphasized the importance of targeted interventions for educators susceptible to compassion fatigue. Such basic preventative interventions to reduce compassion fatigue and enhance resilience may include organizational adjustments like workload management and emotional support [59]. Hence, the findings encourage educational institutions to prioritize comprehensive support methods to ensure mentors' resilience and effectiveness in their roles.

Table 6: Relationship Between Compassion Fatigue and Psychological Resilience Among Mentors

Variable	r_s	df	p
Compassion Fatigue x Psychological Resilience	-0.353*	65	0.003
Note: *correlation is significant when p≤ 0.05			

Theoretically, the study posited that mentors' compassion fatigue is inversely related to their psychological resilience. Given the significant negative correlation between compassion fatigue and psychological resilience, the veracity of Stamm's [30] Professional Quality of Life (ProQOL) Model is validated. This means that those with higher psychological resilience tend to experience lower levels of compassion fatigue. Consequently, the findings suggest that mentoring programs must implement structured support systems that build resilience to help mentors manage compassion fatigue; further research is needed considering different factors.

5. Conclusion

The study offers insights into mentors' compassion fatigue and psychological resilience, along with their various factors that influence their emotional landscape. On average, mentors achieve a moderate level of compassion fatigue and a normal level of psychological resilience, with disparities observed attributed to demographic criteria such as marital status and years of service. The absence of significant differences based on sex, age, marital status, and years of service indicates that emotional exhaustion and resilience are more likely influenced by the shared professional reality than by individual backgrounds. The study shows that mentors,

regardless of demographics, tend to have moderate compassion fatigue and normal resilience, indicating they are similarly affected by emotional demands and equally able to cope. The significant negative relationship between compassion fatigue and psychological resilience highlights that while stress levels may rise, mentors still demonstrate the ability to endure and function effectively. The study underscores the importance of unified support systems and shared resilience strategies over isolated, demographic-based interventions.

6. Limitations of the Findings

The study was limited to one private school in a highly urbanized city in the Negros Island Region, with mentors of a mentoring program as the respondents. The study was limited to quantitative methods using descriptive, comparative, and correlational analysis. The findings were confined to the information and data gathered through standardized instruments measuring compassion fatigue and psychological resilience. It further examined the correlation of these constructs within the mentoring program framework.

7. Practical Value of the Paper

The study is useful in addressing specific concerns related to the compassion fatigue and psychological resilience of mentors in mentoring programs, not only in private schools located in highly urbanized cities in the Negros Island Region but also in other parts of the Philippines or other countries with mentoring program. Mentors and teachers may use the findings to better understand and manage emotional exhaustion while strengthening their resilience in professional practice. School administrators may benefit from this study by implementing support systems and policies that promote mentors' well-being. Student-mentees may indirectly benefit from the improved mentoring quality that results from mentors with higher psychological resilience. Future researchers may use this paper as a basis for further studies related to mental health and support mechanisms in educational mentoring environments.

8. Directions for Future Research

This study quantitatively assessed mentors' compassion fatigue and resilience at a private school in an urban Negros Island Region city; future research could use qualitative or mixed methods to explore the experiences behind these statistics. Other studies may also employ other variables such as workload, coping mechanisms, or support systems to further validate or expand the findings. Future researchers may also explore a broader respondent base, including mentors from different schools, regionally or nationwide. Furthermore, future studies may use researcher-made instruments to better contextualize the findings and apply the research in different settings beyond mentoring programs.

9. Declaration of Conflict of Interest

Authors have declared that no competing interests exist.

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