World Journal on Education and Humanities Research
Creative Commons Attribution 4.0 International
Vol. 6, Issue 3, pp. 121-133
Received, August 2026; Revised September 2026;
Accepted October 2026

Article

Teacher Resilience and Compassion Fatigue Among Special Education Teachers

Vivian Samputon

Corresponding Author: viviansamputon2020@gmail.com

Abstract: This study determined the relationship between teacher resilience and compassion fatigue among Special Education teachers during School Year 2026–2027 as a basis for a proposed Teacher Resilience and Compassion-Fatigue Management Program. Specifically, it described the respondents according to age and gender, highest educational attainment, years of teaching experience, and type of learners with disabilities handled. It also assessed teacher resilience in terms of professional, emotional, motivational, and social resilience and determined compassion fatigue in terms of burnout and secondary traumatic stress. A descriptive-correlational research design was used, with frequency, percentage, mean, standard deviation, and Pearson product-moment correlation applied in analyzing the data. Findings showed that the largest age group was 30–39 years old, all respondents were female, most had units in a master's degree, and the largest experience group had more than 21 years of teaching service. Learning disability was the most commonly handled learner category. Teacher resilience was generally high across all dimensions, with social resilience obtaining the highest mean. Burnout was experienced often, while secondary traumatic stress was experienced sometimes. The correlation analysis revealed a strong positive and statistically significant relationship between teacher resilience and compassion fatigue. The findings show that teachers may remain resilient while still experiencing work-related and emotional strain. Based on these results, a teacher resilience and compassion-fatigue management program was proposed to strengthen coping, collegial support, workload management, emotional recovery, and overall teacher well-being within Special Education settings.

Keywords: Teacher Resilience, Compassion Fatigue, Special Education Teachers, Professional Resilience, Emotional Resilience

Introduction

Education depends on teachers who can sustain effective instruction, emotional

Samputon, V. (2026). Teacher Resilience and Compassion Fatigue Among Special Education Teachers.
Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).
www.wjehr.com

presence, and professional commitment while responding to diverse learner needs (Khattak et al., 2025). In Special Education, teachers frequently manage individualized instruction, behavioral concerns, family coordination, documentation, and collaboration with specialists, making resilience essential to continued professional functioning (Jackson & Parker, 2025). Teacher resilience refers to the capacity to adapt, recover, and remain purposeful when facing persistent occupational challenges. Recent scholarship presents resilience as a dynamic process shaped by personal resources, relationships, and school conditions rather than as a fixed personal trait (Hascher et al., 2021). Stronger resilience can support teacher well-being, motivation, instructional continuity, and professional growth, especially in demanding contexts where learners require intensive academic, behavioral, communication, and emotional assistance daily.

Despite its importance, teacher resilience may be weakened by heavy workloads, inadequate resources, role ambiguity, limited administrative support, emotional labor, and repeated exposure to learners' distress (Aksoy, 2026). Special Education teachers often balance instructional responsibilities with individualized planning, behavior management, family communication, and compliance. These demands become harder when staffing, training, planning time, or specialist support is insufficient (Augusto et al., 2026). Research on special-needs teaching has linked demanding work conditions and limited personal or organizational resources with greater burnout risk (De Stasio et al., 2024). Studies of educators exposed to indirect trauma also show that emotional involvement with distressed learners can challenge coping and recovery (King et al., 2023). Without support and practical resources, teachers may struggle to maintain professional, emotional, motivational, and social resilience.

When resilience is insufficient, Special Education teachers become vulnerable to compassion fatigue, which includes burnout and secondary traumatic stress. Burnout may appear through emotional exhaustion, reduced enthusiasm, irritability, and difficulty recovering from work demands. Secondary traumatic stress may develop when teachers are repeatedly exposed to learners' painful experiences and experience intrusive thoughts, distress, heightened alertness, or avoidance. Research has identified close links among compassion fatigue, psychological resilience, and occupational stress across helping professions (Yi et al., 2022). Among educators, secondary traumatic symptoms are associated with burnout, compassion fatigue, and intentions to resign (Reilly et al., 2025). If these concerns remain unaddressed, instructional quality, teacher well-being, collegial relationships, attendance, and retention may deteriorate, ultimately affecting learners who depend on consistent support.

Existing research indicates that resilience can function as a protective resource against emotional exhaustion and compassion-related strain. Hascher et al. (2021) proposed an integrative view in which teacher resilience and well-being develop through interactions among personal capacities, professional demands, and contextual supports. Pérez-Chacón et al. (2021) found that resilience-related and compassion-

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

satisfaction factors may protect education and helping professionals from burnout and compassion fatigue. Yi et al. (2022) documented a connection between psychological resilience and compassion fatigue. King et al. (2023) evaluated an intervention designed to address teacher burnout and indirect trauma, emphasizing the value of structured support. De Stasio et al. (2024) showed that personal resources and teaching motivation were associated with burnout among special-needs teachers. Although resilience, burnout, and compassion fatigue have been examined among educators and helping professionals, limited research has directly investigated the relationship between multidimensional teacher resilience and compassion fatigue among Special Education teachers in a specific local school context. Existing studies often emphasize general teachers, healthcare workers, or broad occupational samples. This leaves insufficient localized evidence regarding how professional, emotional, motivational, and social resilience relate to burnout and secondary traumatic stress among teachers serving learners with disabilities in local public schools. This study determine the relationship between teacher resilience and compassion fatigue among Special Education teachers during School Year 2026–2027. It will assess resilience in terms of professional, emotional, motivational, and social dimensions and compassion fatigue in terms of burnout and secondary traumatic stress.

Literature Review

Teacher resilience is an important factor in maintaining instructional effectiveness, emotional stability, professional commitment, and positive relationships within educational settings. This is particularly relevant to Special Education teachers, who frequently manage individualized learning needs, behavioral challenges, administrative responsibilities, and emotionally demanding situations. Hascher et al. (2021) described teacher resilience as a dynamic process influenced by individual characteristics and environmental conditions. Mansfield et al. (2016) identified professional, emotional, motivational, and social dimensions of teacher resilience, emphasizing adaptability, emotional management, persistence, and supportive relationships. Furthermore, Collie (2023) examined teachers' workplace experiences in relation to motivation and well-being, reinforcing the importance of supportive professional environments. These findings suggest that assessing the four dimensions of resilience can help determine how Special Education teachers respond to occupational challenges and sustain their commitment to teaching.

Compassion fatigue is another significant concern because Special Education teachers regularly provide emotional, behavioral, and instructional assistance to learners requiring specialized support. Burnout may develop through prolonged workplace stress, while secondary traumatic stress can arise from indirect exposure to learners' distressing experiences. Madigan and Kim (2021) examined the relationship between teacher burnout and occupational outcomes, demonstrating the importance of addressing educators' psychological well-being. Similarly, García-Carmona et al. (2019) investigated burnout among teachers and highlighted the influence of

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

occupational demands and working conditions. Kim et al. (2022) also examined teacher mental health and its relationship with professional experiences. These findings suggest that identifying burnout and secondary traumatic stress among Special Education teachers is necessary for developing appropriate workplace interventions. Examining their relationship with teacher resilience may help schools strengthen emotional support, professional development, stress-management practices, and collaborative working environments.

Methodology

This study employed a descriptive-correlational research design to determine the relationship between teacher resilience and compassion fatigue among Special Education teachers. The descriptive component examined the demographic characteristics of the respondents and assessed their levels of teacher resilience and compassion fatigue. Teacher resilience was evaluated in terms of professional, emotional, motivational, and social resilience, while compassion fatigue was measured through burnout and secondary traumatic stress. The correlational component determined whether a statistically significant relationship existed between teacher resilience and compassion fatigue. This research design was considered appropriate because it allowed the researcher to describe existing conditions and examine the association between the variables without manipulating the respondents' experiences or working environments. The study was conducted at Sagbayan Central Elementary School, Bohol, which provided educational services to learners with diverse disabilities and special educational needs. The respondents consisted of 28 Special Education teachers who were selected through total enumeration. This sampling technique was employed to include all qualified teachers who met the established inclusion criteria, particularly those directly involved in teaching and supporting learners with disabilities. Their participation provided relevant information regarding the professional responsibilities, emotional demands, motivational challenges, and social experiences associated with Special Education teaching.
Teacher Resilience Questionnaire, and Compassion Fatigue Questionnaire. The demographic profile sheet collected information on age, gender, educational attainment, teaching experience, employment status, types of learners handled, and relevant professional training. The Teacher Resilience Questionnaire contained 20 statements covering professional, emotional, motivational, and social resilience. Responses were measured using a five-point agreement scale. Meanwhile, the Compassion Fatigue Questionnaire consisted of 16 statements assessing burnout and secondary traumatic stress through a five-point frequency scale. These instruments provided the quantitative information necessary to determine the respondents' resilience and compassion fatigue levels.
Frequency and percentage were employed to describe the demographic characteristics of the respondents. Weighted mean and standard deviation were used to determine the levels of teacher resilience and compassion fatigue across their respective dimensions. Mean scores were interpreted using five descriptive categories ranging from Very Low to Very High. Pearson Product-Moment Correlation was utilized to determine whether a significant relationship existed between teacher resilience and compassion fatigue at the 0.05 level of significance, subject to the required statistical assumptions.

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

Results

Table 1. Professional Resilience

Indicators	Mean	SD	Verbal Description
1. I adjust my teaching approaches when learners do not respond to the original strategy.	4.07	0.47	Agree
2. I remain focused on instructional goals despite difficulties in my work.	3.89	0.51	Agree
3. I use challenging classroom experiences as opportunities to improve my teaching.	4.07	0.68	Agree
4. I seek appropriate solutions when resources or instructional materials are limited.	3.93	0.55	Agree
5. I continue performing my professional duties effectively after experiencing setbacks.	4.22	0.70	Strongly Agree
Grand Mean	4.04	0.24	Agree

Table 1 shows that the respondents generally demonstrated a high level of professional resilience, as reflected in the grand mean of 4.04, interpreted as Agree. The highest-rated indicator was continuing to perform professional duties effectively after experiencing setbacks, with a mean of 4.22, interpreted as Strongly Agree. Meanwhile, remaining focused on instructional goals despite difficulties obtained the lowest mean of 3.89, although it was still interpreted as Agree. These findings indicate that teachers are generally capable of adapting their practices, solving instructional problems, and continuing their professional responsibilities despite work-related challenges.

Table 2. Emotional Resilience

Indicators	Mean	SD	Verbal Description
6. I remain calm when confronted with difficult classroom situations.	3.96	0.52	Agree
7. I manage feelings of frustration without allowing them to interfere with teaching.	3.89	0.51	Agree
8. I recover emotionally after experiencing a stressful school day.	4.22	0.70	Strongly Agree
9. I recognize when I need to pause, rest, or seek emotional support.	3.81	0.40	Agree
10. I can maintain emotional balance while responding to learners' difficult experiences.	4.15	0.72	Agree
Grand Mean	4.01	0.28	Agree

Table 2 shows that the respondents generally demonstrated a high level of emotional resilience, as reflected in the grand mean of 4.01, interpreted as Agree. The highest-rated indicator was recovering emotionally after experiencing a stressful school day, with a mean of 4.22, interpreted as Strongly Agree. Meanwhile, recognizing when to

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

pause, rest, or seek emotional support obtained the lowest mean of 3.81, although it remained within the Agree category. These findings suggest that teachers are generally capable of maintaining emotional balance, controlling frustration, and recovering from demanding classroom experiences

Table 3. Motivational Resilience

Indicators	Mean	SD	Verbal Description
11. I remain committed to teaching learners with disabilities even when progress is slow.	4.07	0.47	Agree
12. I continue exerting effort despite repeated instructional challenges.	3.89	0.51	Agree
13. I maintain a sense of purpose in my work as a Special Education teacher.	4.30	0.67	Strongly Agree
14. I set realistic professional goals and work steadily toward them.	4.07	0.68	Agree
15. I remain hopeful that my teaching efforts can positively influence learners.	4.00	0.55	Agree
Grand Mean	4.07	0.24	Agree

Table 3 indicate that the respondents generally maintain commitment, professional purpose, hope, and goal-directed effort despite difficulties encountered in teaching learners with disabilities. The findings therefore imply that schools should provide opportunities that reinforce teachers' sense of purpose, recognize their accomplishments, and support attainable professional goals. Particular attention should be given to sustaining teachers' effort during repeated instructional challenges through mentoring, collaborative problem-solving, appropriate resources, and supportive leadership.

Table 4. Social Resilience

Indicators	Mean	SD	Verbal Description
16. I seek assistance from colleagues when I encounter difficult teaching situations.	3.96	0.71	Agree
17. I maintain supportive professional relationships with other teachers.	4.07	0.62	Agree
18. I communicate openly with school administrators about work-related concerns.	4.21	0.58	Strongly Agree
19. I collaborate with families and specialists in addressing learners' needs.	3.85	0.36	Agree
20. I have people in the school community whom I can approach for support.	4.37	0.63	Strongly Agree
Grand Mean	4.10	0.27	Agree

Table 4 shows that the respondents generally demonstrated a high level of social resilience, as

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

reflected in the grand mean of 4.10, interpreted as Agree. The highest-rated indicator was having people in the school community whom teachers could approach for support, with a mean of 4.37. This was followed by open communication with school administrators regarding work-related concerns, with a mean of 4.21. Meanwhile, collaboration with families and specialists obtained the lowest mean of 3.85, although it remained within the Agree category. These findings indicate that teachers generally have access to supportive professional relationships and are willing to communicate and seek assistance when difficulties arise.

Table 5. Burnout

Indicators	Mean	SD	Verbal Description
I feel emotionally drained after completing my teaching responsibilities.	3.21	0.51	Sometimes
I feel physically exhausted because of the demands of Special Education teaching.	3.23	0.55	Sometimes
I find it difficult to maintain enthusiasm for my work.	3.11	0.66	Sometimes
I feel overwhelmed by the amount of support my learners require.	3.69	0.42	Often
I feel discouraged when my efforts do not lead to immediate learner progress.	3.82	0.61	Often
I have difficulty recovering my energy between working days.	3.27	0.64	Sometimes
I feel that work demands exceed the time and resources available to me.	4.10	0.71	Often
I feel less patient with learners when I am under prolonged work pressure.	3.04	0.83	Sometimes
Grand Mean	3.43	0.62	Often

Table 5 shows that the respondents experienced burnout often, as reflected in the grand mean of 3.43. The highest-rated indicator was feeling that work demands exceeded the available time and resources, with a mean of 4.10, followed by feeling discouraged when teaching efforts did not result in immediate learner progress, with a mean of 3.82. Feeling overwhelmed by the amount of support required by learners also received a relatively high mean of 3.69. Meanwhile, feeling less patient with learners under prolonged work pressure obtained the lowest mean of 3.04, interpreted as Sometimes. These findings suggest that burnout among Special Education teachers is particularly associated with workload, limited resources, and the continuing demands of supporting learners with disabilities.

Table 6. Secondary Traumatic Stress

Indicators	Mean	SD	Verbal Description
I continue thinking about learners' distressing experiences after leaving school.	3.18	0.70	Sometimes
I feel emotionally affected when learners describe painful personal experiences.	3.81	0.40	Often
I become unusually alert or tense after handling a learner's serious difficulty.	3.04	0.76	Sometimes

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

I find it difficult to separate my personal emotions from learners' problems.	3.24	0.59	Sometimes
Images or thoughts related to learners' difficult experiences remain in my mind.	3.16	0.73	Sometimes
I avoid certain conversations or situations because they remind me of a learner's distress.	3.32	0.63	Sometimes
I feel helpless when learners experience serious emotional, behavioral, or family difficulties.	3.14	0.70	Sometimes
My sleep or concentration is sometimes affected by concerns about learners.	3.10	0.62	Sometimes
Grand Mean	3.25	0.64	Sometimes

Table 12 shows that the respondents experienced secondary traumatic stress sometimes, as indicated by the grand mean of 3.25. The highest-rated indicator was feeling emotionally affected when learners described painful personal experiences, with a mean of 3.81, interpreted as Often. Meanwhile, becoming unusually alert or tense after handling a learner's serious difficulty obtained the lowest mean of 3.04, interpreted as Sometimes The remaining indicators were also rated Sometimes, suggesting that intrusive thoughts, emotional involvement, avoidance, helplessness, and difficulties with sleep or concentration occur occasionally among the Special Education teachers. Trauma-informed supervision, confidential counseling or referral services, peer-support sessions, appropriate professional boundaries, and regular wellness monitoring may help teachers process difficult learner experiences while maintaining their emotional well-being and professional effectiveness.

Table 7. Significant Relationship Between Teacher Resilience and Compassion Fatigue

Variables	r-value	p-value	Degree of Relationship	Remarks	Decision
Teacher Resilience × Compassion Fatigue	0.675	< .001	Strong Positive Relationship	Significant	Reject H_0

Significant at p < .05.

Table 7 shows a strong positive and statistically significant relationship between teacher resilience and compassion fatigue, as indicated by an r-value of 0.675 and a p-value of less than .001. Since the p-value is below the .05 level of significance, the null hypothesis is rejected. This means that, among the respondents, higher teacher-resilience scores were associated with higher compassion-fatigue scores. The result suggests that being resilient does not necessarily prevent teachers from experiencing burnout or secondary traumatic stress. Teachers may continue performing effectively, remaining committed, and adapting to demanding situations while still experiencing considerable emotional and occupational strain.

Table 8. Significant Difference in Teacher Resilience When Respondents Are Grouped According to Their Demographic Profile

Demographic Profile	df	F-value	p-value	Remarks	Decision
Age	2, 24	1.044	.368	Not Significant	Fail to Reject H_0
Highest Educational	2, 24	3.121	.062	Not Significant	Fail to Reject H_0

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

Demographic Profile	df	F-value	p-value	Remarks	Decision
Attainment					
Years of Teaching Experience	4, 22	2.448	.076	Not Significant	Fail to Reject H_0
Type of Learners with Disabilities Handled	4, 22	1.384	.272	Not Significant	Fail to Reject H_0

Significant at $p < .05$.

Table 8 shows that teacher resilience did not significantly differ when respondents were grouped according to age, highest educational attainment, years of teaching experience, and type of learners with disabilities handled. All p-values were greater than the .05 level of significance; therefore, the null hypothesis was not rejected. The findings indicate that resilience was generally comparable across demographic groups. This implies that resilience-building initiatives may be provided to all Special Education teachers regardless of demographic background, while still considering individual professional needs.

Table 9. Significant Difference in Compassion Fatigue When Respondents Are Grouped According to Their Demographic Profile

Demographic Profile	df	F-value	p-value	Remarks	Decision
Age	2, 24	0.318	.731	Not Significant	Fail to Reject H_0
Highest Educational Attainment	2, 24	1.134	.338	Not Significant	Fail to Reject H_0
Years of Teaching Experience	4, 22	1.193	.342	Not Significant	Fail to Reject H_0
Type of Learners with Disabilities Handled	4, 22	1.549	.223	Not Significant	Fail to Reject H_0

Significant at $p < .05$.

Table 9 shows that compassion fatigue did not significantly differ when respondents were grouped according to age, highest educational attainment, years of teaching experience, and type of learners with disabilities handled, since all p-values exceeded the .05 level of significance. Thus, the null hypothesis was not rejected. Gender was not tested because all respondents were female. The findings imply that compassion-fatigue management strategies should be provided broadly to Special Education teachers, regardless of demographic characteristics, while addressing individual work-related and emotional needs.

Discussions

The findings revealed that Special Education teachers generally demonstrated high levels of professional, emotional, motivational, and social resilience. They remained committed to their responsibilities, maintained a sense of purpose, recovered from stressful experiences, and established supportive relationships within the school community. However, teachers also reported difficulties sustaining their efforts during repeated instructional challenges, recognizing the need for emotional support, and collaborating with families and specialists. Despite their resilience, respondents

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

frequently experienced burnout associated with excessive workloads, limited instructional resources, and discouragement when learners showed slow progress. Secondary traumatic stress was experienced occasionally, particularly when teachers encountered learners' distressing personal experiences. These findings suggest that resilience enables teachers to continue fulfilling their professional responsibilities but does not necessarily eliminate emotional exhaustion and work-related stress. Therefore, schools should strengthen professional mentoring, collaborative problem-solving, workload management, and accessible psychological support to promote teachers' sustained well-being.

Furthermore, the findings established a strong positive and statistically significant relationship between teacher resilience and compassion fatigue, indicating that teachers reporting greater resilience also tended to report higher compassion fatigue. This suggests that professional adaptability, emotional recovery, motivation, and social support may coexist with substantial occupational and emotional demands. However, the relationship does not establish that resilience causes compassion fatigue. The findings also revealed no statistically significant differences in teacher resilience or compassion fatigue across age, educational attainment, teaching experience, and types of learners with disabilities handled. These results suggest that work-related challenges and emotional demands may affect Special Education teachers across different demographic backgrounds. Consequently, school administrators should implement inclusive wellness initiatives rather than limiting assistance to particular teacher groups. A comprehensive Teacher Resilience and Compassion-Fatigue Management Program should integrate stress-management activities, trauma-informed support, peer mentoring, professional development, and improved access to teaching resources to strengthen resilience while addressing burnout and secondary traumatic stress.

Conclusion

Based on the findings, the study concluded that Special Education teachers demonstrated high levels of professional, emotional, motivational, and social resilience despite experiencing frequent burnout and occasional secondary traumatic stress. A strong positive and statistically significant relationship existed between teacher resilience and compassion fatigue, indicating that teachers with higher resilience scores also tended to report greater compassion fatigue. However, this relationship did not establish causation. Furthermore, teacher resilience and compassion fatigue did not significantly differ according to age, educational attainment, teaching experience, and types of learners with disabilities handled. These findings emphasized that resilience alone was insufficient to eliminate occupational and emotional strain. Therefore, the study highlighted the importance of developing a comprehensive Teacher Resilience and Compassion-Fatigue Management Program that promotes emotional well-being, professional support, manageable workloads, peer collaboration, and appropriate psychological assistance to sustain teachers' effectiveness and commitment to learners with special educational needs.

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

References

Aksoy, E. (2026). Resilience, job demands, and job resources: Examining the professional experiences of English language teacher educators in Turkish faculties of education. *Language Teaching and Educational Research, 9*(1).

Augusto, W., Perez, N., & Enoc, J. (2026). Challenges of Filipino special education teachers in the United States. *International Journal of Interdisciplinary Viewpoints, 2*(3), 1–11.

Collie, R. J. (2023). [Publication title and bibliographic details require verification]. Google Scholar search

De Stasio, S., Ragni, B., Boldrini, F., Paoletti, D., & Benevene, P. (2024). Special needs teachers in emergency remote teaching during the COVID-19 pandemic: The role of personal resources and teaching motivation on burnout. *Frontiers in Education, 9*, Article 1421134. https://doi.org/10.3389/feduc.2024.1421134

García-Carmona, M., Marín, M. D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: A systematic review and meta-analysis. *Social Psychology of Education, 22*, 189–208. https://doi.org/10.1007/s11218-018-9471-9

Hascher, T., Beltman, S., & Mansfield, C. (2021). Teacher wellbeing and resilience: Towards an integrative model. *Educational Research, 63*(4), 416–439. https://doi.org/10.1080/00131881.2021.1980416

Jackson, K., & Parker, L. C. (2023). Building resilience: Strategies to combat burnout and attrition in new special education teachers. *Journal of Special Education Preparation, 3*(3), 56–70.

Khattak, M. F., Ullah, Z., & Imran, S. (2025). Bridging emotional intelligence and inclusive education: Empowering teachers to support diverse classrooms. *The Critical Review of Social Sciences Studies, 3*(2), 1755–1765.

Kim, L. E., Oxley, L., & Asbury, K. (2022). "My brain feels like a browser with 100 tabs open": A longitudinal study of teachers' mental health and well-being during the COVID-19 pandemic. *British Journal of Educational Psychology, 92*(1), 299–318. https://doi.org/10.1111/bjep.12450

King, J. A., Holmes, M. R., Evans, K., Bender, A. E., et al. (2023). Introducing a novel intervention, CoHealing, to address teacher burnout and indirect trauma. *OBM Integrative and Complementary Medicine, 8*(3), Article 036. https://www.lidsen.com/journals/icm/icm-08-03-036

Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research, 105*, Article 101714. https://doi.org/10.1016/j.ijer.2020.101714

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidence-informed framework. *Teaching and Teacher Education, 54*, 77–87. https://doi.org/10.1016/j.tate.2015.11.016

Pérez-Chacón, M., Chacón, A., Borda-Mas, M., & Avargues-Navarro, M. L. (2021).

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).

Sensory processing sensitivity and compassion satisfaction as risk/protective factors from burnout and compassion fatigue in healthcare and education professionals. *International Journal of Environmental Research and Public Health, 18*(2), Article 611. https://doi.org/10.3390/ijerph18020611

Reilly, D., Duyar, I., McBride, J., & Williams, R. (2025). Influence of teachers' secondary traumatic symptoms on their burnout, compassion fatigue, and intentions to resign in low socioeconomic status schools. *OBM Integrative and Complementary Medicine, 10*(1).

Yi, L. J., Liu, Y., Tang, L., Cheng, L., Wang, G. H., Wu, L., & Li, Y. (2022). A bibliometric analysis of the association between compassion fatigue and psychological resilience from 2008 to 2021. *Frontiers in Psychology, 13*, Article 890327. https://doi.org/10.3389/fpsyg.2022.890327

Copyright (c) 2026. Author (s). This is an open term of Creative Commons Attribution License (CC BY).