



COMPASSION FATIGUE OF TEACHERS HANDLING STUDENTS WITH DISRUPTIVE BEHAVIOURS IN INCLUSIVE CLASSROOM

Education

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ABSTRACT

The present study, the investigator aims to compassion fatigue of teachers while handling students with disruptive behaviours in inclusive classroom. One Hundred and Fifty teachers handling students with disruptive behaviours in inclusive setup from Sivaganga District in Tamil Nadu were chosen as sample, by using purposive sampling technique and administered with a compassion fatigue Rating Scale. The results of the research questions tested revealed that teachers were significantly more likely to have high and moderate risk of compassion fatigue, while teachers handling students with disruptive behaviours. Male teachers experience higher level of compassion fatigue than the female teachers. This result shows that the female teachers are experiencing less compassion fatigue than male teachers and it may be due to their nature of patience, tolerance and societal & cultural background. This study revealed the need for compassion fatigue reduction training programme for the teachers handling students with disruptive behaviour. Educational Bodies like NCERT, SCERT, DIET should design in service and pre service training programme for teachers to overcome their depression and compassion fatigue while handling disruptive behaviours. Training to male counterparts to strength their emotional stability is also to be designed to combat the compassion fatigue arising out of their nature.

KEYWORDS

Compassion Fatigue, Disruptive Behavior, Inclusive Classroom

INTRODUCTION

Inclusive education is a notion in the field of education. It means persons who need special care can learn in schools along people that do not have special needs. Inclusive education is a pairing of philosophy and pedagogical practices that permit each student to feel respected, confident and in safe hands so they will learn and develop to their full potential. It is based on a system of ethics and beliefs centered on the needs & interests of the student, which promotes social cohesion, belongingness and active participation in learning, a complete school experience, and positive interactions with peers' et al. within the school community.

Disruptive behavior disorders are a set of behavioral problems. They are called "disruptive" because affected children literally disrupt the people and activities around them including reception, at college and with peers. This type of disorder can seriously impact a child's lifestyle. Children with disruptive behavior disorders prove continuing patterns of uncooperative and defiant behavior. Inclusive education may make special aid, care or knowledge for persons with disabilities/difficulties if enough reasonable accommodation is given. At this juncture, the teachers working in inclusive education are over loaded to handle children with special needs. Because of their over load and need for adaptation in their teaching learning process they are under pressure and experience stress in inclusive educational settings. They are also more concern and compassion towards children with special needs and thus they experience compassion fatigue. This compassion fatigue is the natural emotional and behavioral reactions that occur from the knowledge of someone close experiencing a traumatic event, combined with the trauma caused by the desire to help the traumatized individual.

Compassion fatigue, also mentioned as secondary traumatic stress, could also be a condition characterized by a gradual lessening of compassion over time. It notes that the condition is universal among workers who work directly with victims of disasters, trauma, or illness, especially within the health care industry. Professionals in other occupations also are in danger for experiencing compassion fatigue, e.g. attorney's child protection workers, and veterinarians. Other occupations include: therapists, child welfare workers, nurses, teachers, psychologists, police officers, paramedics, emergency medical technicians, firefighters, animal welfare workers, special educators and health unit coordinators. Other than workers, like relatives, and other informal caregivers of individuals who are affected by a chronic illness can also experience compassion fatigue. People who experience compassion fatigue can show signs of several symptoms including hopelessness, a decrease in experiences of happiness, constant stress and anxiety, sleeplessness or nightmares, and a pervasive negative attitude. This can have harmful effects on individuals, both professionally and personally, including a decrease

in productivity, the lack to focus, and therefore the development of latest feelings of incompetency and self-doubt.

Compassion fatigue is that the natural emotional and behavioral reactions that occur from the knowledge of somebody close experiencing a traumatic event, combined with the strain caused by the will to help the traumatized individual. Individuals suffering from compassion fatigue often exhibit symptoms similar to the DSM-IV-TR criteria for posttraumatic stress disorder due to the traumatic content that the compassion fatigue sufferer indirectly experienced (Figley, 1999). For example, if a traumatized student approaches a teacher and describes the abuse they have experienced at home in great detail, the teacher may then start to experience posttraumatic stress disorder symptoms even though they never directly experienced the abuse. Symptoms of compassion fatigue include: re-experiencing the trauma through dreams, recollections, and flashbacks; avoiding or numbing reminders of the trauma through detachment from others, psychogenic amnesia, diminished affect; and heightened/persistent arousal evident by difficulty sleeping, becoming irritable, or being hyper vigilant (Figley, 1999).

Teaching is well studied as an important occupation with high tasks and assure and the role played by a teacher is extremely essential in the scenario of our education. A classroom is considered as a miniature society representing different types of pupils with difference in abilities and disabilities. It is therefore, the duty of the teacher to supply learning experience suited to all or any sorts of children to realize better outcome and every one round development of the kid. It is very essential that teacher should be aware of the entry behavior of each child to provide suitable learning environment.

Research has identified the compassion fatigue of teachers handling while students with disruptive behaviors' as a significant areas. This sub-population of educators highlights the importance of sufficient training and preparation for effectively supporting students with disruptive behaviors' and the social-behavioral challenges that may be experienced by teachers working in general or special education classroom contexts.

Need For The Study

An individual has no existence apart from society. A child requires a social medium for its development. A socially efficient citizen is one who learns the norms of the Society and adapts his behavior accordingly. As individuality is of no value and personality may be a meaningless term aside from the social environment during which they're developed and manifest. Self realization can be achieved only through social service and social ideals or real values can come into being only through free individuals who have developed valuable individuality. School plays a vital role in shaping the children in the

learning environment. Classroom and the school environment are considered as a mini society for students to learn for life. It represents different types of students with individual differences in cognitive and non cognitive abilities. Children are of different nature. Their behaviors' are not unique. Some of the students behave normally and adapt easily with others and some of them behave differently, for example, some of the students oppose and defies the authorities deliberately and continuously. These different behaviors' if it disturbs the educational and social functioning of not only the individual student but also the individuals around them then those behaviors are termed as disruptive behavior disorders.

Hoffman and Shari (2007) carried out compassion fatigue as a theoretical framework to understand burnout among special education teachers. The purpose of this report is to propose the utilization of this theoretical framework to raised understand the prevalent rates of education teachers' exit from the profession often labeled as burnout. The investigator used qualitative study with six secondary education teachers makes an argument for greater infusion of this theoretical framework within the academy and among K-12 practitioners. Implications for practice and additional research are presented.

Adam Koenig (2017) focused on educator burnout and compassion fatigue. The researcher collected the sample was 64 Canadian educators from Southwestern Ontario. The investigator conducted a voluntary workshop about the emotional labor and consequences which will be experienced by educators. The results supported the professional development and partial support was detected for the relationship between burnout and compassion fatigue.

Patrick Meadors and Angela Lamson (2007) focused the effectiveness of providing educational seminars on compassion fatigue to health care providers performing on critical care units with children. The investigator used quantitative study, 185 providers employed within a Children's Hospital. In this study the researcher can utilized a modified version of the Social Readjustment Rating Scale, Index of Clinical Stress, and a compassion fatigue rating scale. The researchers conducted an academic seminar was successful in raising awareness of compassion fatigue and reducing clinical stress. The results suggested that providers who experienced higher levels of stressors also experienced higher levels of clinical stress and compassion fatigue.

Russell McKenzie et.al. (2007) explored a group of trauma therapists working with torture supervisors with respect to the extent to which they advocated and practiced working through traumatic events in addition to levels of compassion fatigue, burnout, and distress. The sample size was hundred trauma therapists. Results showed that a mixture of high advocacy and low degree of working through traumatic events was associated with high symptomatology.

LeBlancet.al. (2005) aimed to analyse the effect of risperidone on a prior defined core aggression items. The researcher was taken 163 boys, aged 5–12 years, with or without comorbid attention-deficit/hyperactivity disorder with a DSM-IV diagnosis of either conduct disorder or oppositional defiant disorder who had participated. The experimental study was conducted in six weeks. Subjects had below average intelligence on the Conduct Problem subscale of the Nisonger Child Behaviour Rating Form (N-CBRF). An expert advisory panel selected six-core aggression items from the N-CBRF, from which a complete Aggression Score was constructed. The result showed the compared to those treated with placebo, risperidone-treated subjects experienced significantly greater mean decreases from baseline in the AS at each of weeks 1–6. The finding of the study Risperidone was efficacious in reducing symptoms of aggression in boys of below average IQ with disruptive behaviour disorders.

Lori et al (2018) focused on compassion fatigue and stress of special education teachers and professionals using the strategies mindfulness and prayer. The aim of the study was alternative therapies are promising nursing interventions for improvement of compassion fatigue in educators working in special education. The sample size was twenty seven teachers and professional staff working in education and quasi-experimental study was used in this study. The results showed that significant improvement occurred in posttest Perceived Stress Scale of participants with the highest reported levels of use of mindfulness. Professional Quality of Life burnout scores increased from pretest to posttest. The findings of the study were not significant in regard to reminders and social support.

Kari Jacobsen (2013) conducted educator's experiences with disruptive behavior in the classroom. This study explored if behaviors differed for the students who had a history of trauma versus other childhood mental health concerns. Result of the study was suggested all of the educators have had experience working with students with who have a history of trauma.

Jacquelyn Ollison (2019) deals with improving teacher's retention by addressing teachers' compassion fatigue. The researcher used mixed method of action research, and different kinds of approaches using the Professional Quality of Life Scale Version Five and also used qualitative interviews. The result of the study was a significant relationship between compassion fatigue and the schools racial demographics even when controlling for the socioeconomically disadvantaged status of the school and teacher ethnicity.

Kimberly & John (2011) conducted compassion fatigue among secondary special education teachers. Case study method was used in this study. This study focus on factors to teachers' attrition is burnout or excessive stress. The researcher conducted four constructs were explored with six secondary special education teachers through qualitative interviews they used in vignette format. This report concludes that provide the reader awareness about the outplay of compassion fatigue among a selected subgroup of teachers.

Milledge (2019) explored peer relationships and prosocial behaviour differences across disruptive behaviours in a sample of 147 referred children and adolescents (aged 5–17 years; 120 m). The results of the study was showed that enhanced in parent-reported ADHD Inattentive symptoms and teacher-reported ADHD Hyperactive–Impulsive symptoms, CD, ODD, and CU traits were significantly associated with peer relationship problems across sex. The finding of the study was differential association of the most common disruptive behaviours to deficits in peer relationships and prosocial behaviour.

A close look at the studies quoted above clearly reveals the works that have been carried out on various aspects of compassion fatigue. A good number of studies available in the relevant literature identified the compassion fatigue among professionals - teachers, special teachers, doctors, Nurses and other professionals. Most of the sources of fatigue in teachers reveal that the causes of compassion fatigue are due to students behaviors. [Hoffman and Shari (2007); Lori et al (2018); Tepper and Erica L. (2007); Jacquelyn Ollison (2019); Kimberly & John (2011); Adam Koenig (2017); Patrick Meadors and Angela Lamson (2007); Russell McKenzie et.al. (2007). LeBlancet.al. (2005); Latimer (2012); Kari Jacobsen (2013); Mei-Lin Chang and Heather A. Davis (2009); Milledge (2019) reviewed studies related to behavioural problems and disruptive behaviours. A critical evaluation of the research reviewed indicates that the research on compassion fatigue of teachers handling students with disruptive behaviours in inclusive classroom is rare. It is important to explore the sources of compassion fatigue experienced by the teachers handling students' disruptive behaviours in inclusive setup. It will give better insight into the influences of various compassion fatigue and to find out ways to coping up with that and the present study is an attempt in this direction.

Objective Of The Study

The main objective of the study is to find out the compassion fatigue of teachers handling students with disruptive behaviors in inclusive classroom.

1. To develop a tool to assess the compassion fatigue of teachers handling students with disruptive behaviors in inclusive classroom.
2. To find out the level of compassion fatigue of teachers handling students with disruptive behaviors in inclusive classroom.
3. To find out the significant difference if any in the mean scores of Compassion Fatigue of teachers handling students with disruptive behaviors in inclusive classroom due to variation in their demographic variables.

Hypotheses Of The Study

1. There exists significant difference in the level of compassion fatigue of teachers handling students with disruptive behaviors in inclusive classroom.
2. There exists significant difference in the mean scores of compassion fatigue of teachers' students with handling disruptive behaviors in inclusive classroom due to variation in their demographic variables.

Methodology

Survey method was adopted in the present study. The study was carried out in Sivagangai Districts. Through purposive sampling techniques teachers handling students with disruptive behaviours working in the above district served as a sample for the present study.

RESULTS AND DISCUSSION

One of the major objectives of the study is to assess the level of compassion fatigue of teachers handling disruptive behaviours in Inclusive Classroom. To assess the compassion fatigue teachers mean and standard deviation has been calculated. Based on $\text{mean} \pm 1/2\text{SD}$, the mean scores from 85.96 and above falls under severe compassion fatigue level and mean scores from 85.95 to 75.81 comes under moderate compassion fatigue level. Similarly the fatigue scores from 75.80 and below falls under mild compassion fatigue level.

Table-1: Number And Percentage Of Compassion Fatigue Teachers Handling Students With Disruptive Behaviours In Inclusive Classroom

	Severe Level of Compassion Fatigue		Moderate Level of Compassion Fatigue		Mild Level of Compassion Fatigue	
	No.	%	No.	%	No.	%
Teachers	53	35.33%	55	36.67%	42	28%

From the above table, the compassion fatigue of teachers (150) was categorized under three levels such as – Mild compassion fatigue, moderate compassion fatigue and severe compassion fatigue. Out of 150 teachers handling students with disruptive behaviours in inclusive classroom 53 (35.33%) experience severe level of compassion fatigue, 55 (36.67%) teachers demonstrated with moderate level of compassion fatigue and 42 (28%) teachers with mild level of compassion fatigue of teachers handling student with disruptive behaviours in inclusive classroom.

From the above table, it is inferred that 35.33 % of the teachers experiencing severe level of fatigue and 28 % teachers experiencing mild level of compassion fatigue. Whereas majority of teachers (36.67%) experiencing moderate level of compassion fatigue. This study is in line with research carried out by Tepper, Erica (2007) in which he ascertained the element of compassion fatigue among special education teachers. This signifies the need to look into the nature and level of compassion fatigue of teachers and coping skills to reduce / overcome the compassion fatigue of teachers handling students with disruptive behaviours in inclusive classroom. And the result also reveals that the gap is so narrow when the moderated and severe level is considered. This result evinced the need for intervention programmes to reduce the compassion fatigue is vital. The compassion fatigue reduction programme for teachers are to be designed in consultation with psychologists, teacher educators and various other health providers.

Table 2: Mean, Standard Deviation And Correlated T-value On Compassion Fatigue Of Teachers Handling Students With Disruptive Behaviours Due To The Variation In Their Gender

The objective of the study is to assess the effect of gender on compassion fatigue of teachers handling students with disruptive behaviours in inclusive classroom

Personal Variables	Number	Compassion Fatigue		
		Mean	SD	Calculated 't' value
Gender	60	83.08	9.38	2.24*
Male				
Female	90	79.41	10.44	

Note: @ Not significant at 0.05 level, * significant at 0.05 level, ** significant at 0.01 level.

From the above table, the obtained compassion fatigue t-value (2.24) is significant at 0.05 level. It means that the teachers differ significantly in their compassion fatigue with regard to gender. Further mean values showed that male teachers handling students with disruptive behaviours higher level of compassion fatigue (83.08) than the female teachers (79.41). To sum up, male teachers experience higher level of compassion fatigue than the female teachers. This result shows that the female teachers are experiencing less compassion fatigue than male teachers and it may be due to their nature of patience, tolerance and societal & cultural background. Thus the stated hypothesis 'there is significant difference in the compassion fatigue of teachers due to the

variation in their gender is accepted.

Table 3: Mean, Standard Deviation And Correlated T-value On Compassion Fatigue Of Teachers Handling Students With Disruptive Behaviours Due To The Variation In Their Age

Personal Variables (Age Wise)	Number	Compassion Fatigue		
		Mean	SD	Calculated 'f' value
21-30	17	77.92	12.31	0.67@
31-40	57	80.66	10.09	
41-50	52	81.06	8.30	
51 and above	24	80.88	12.38	

Note: @ Not significant at 0.05 level, * significant at 0.05 level, ** significant at 0.01 level.

From the above table, the obtained f-value 0.67 is not significant at 0.05 level with regard to compassion fatigue. Thus, there exists no significant difference in the compassion fatigue level of teachers due to variation in their age. Hence the hypothesis stated 'there is significant difference in the compassion fatigue of teachers handling student with disruptive behaviours due to the variation in their age, is rejected. To sum up, age has not significantly influenced the compassion fatigue by teachers handling students with disruptive behaviours in inclusive classroom.

Table 4: Mean, Standard Deviation And Correlated T-value On Compassion Fatigue Of Teachers Handling Students With Disruptive Behaviours Due To The Variation In Their Community

Personal Variables (Community)	Number	Compassion Fatigue		
		Mean	SD	Calculated 'f' value
OC	19	81.30	10.56	0.18@
BC	56	81.23	10.38	
MBC	40	81.15	9.93	
SC/ST	35	79.18	10.18	

Note: @ Not significant at 0.05 level, * significant at 0.05 level, ** significant at 0.01 level.

The table clearly revealed that the obtained f-values of compassion fatigue (0.18) is not significant at 0.05 level with respect to the community. It means that compassion fatigue of teachers handling students with disruptive behaviours do not differ significantly with respect to the community. Thus the stated hypothesis 'there is significant difference in the compassion fatigue of teachers handling students with disruptive behaviours in inclusive classroom due to variation in their community' is rejected. To sum up, community has not significantly influenced the compassion fatigue by teachers handling students with disruptive behaviours in inclusive classroom.

Table-5 Mean, Standard Deviation And Correlated T-value On Compassion Fatigue Of Teachers Handling Students With Disruptive Behaviours Due To The Variation In Their Educational Qualification

Personal Variables (Educational Qualification)	Number	Compassion Fatigue		
		Mean	SD	Calculated 'f' value
Teacher Training	14	82.02	6.60	0.99@
Graduation with B.Ed	50	81.13	10.69	
Post Graduation with B.Ed	56	79.23	11.41	
Post Graduation with M.Ed	30	83.00	7.73	

From the above table, the obtained compassion fatigue f-value (0.99) is not significant at 0.05 level. It means that the teachers do not differ significantly in their compassion fatigue with regard to educational qualification.

Thus the stated hypothesis 'there is significant difference in the compassion fatigue of teachers handling students with disruptive behaviours due to the variation in their educational qualification is rejected. To sum up, educational qualification has not significantly influenced the compassion fatigue by teachers handling students with disruptive behaviours in inclusive classroom.

Table- 6 Mean, Standard Deviation and correlated t-value on Compassion Fatigue of Teachers handling Students with

Disruptive Behaviours due to the Variation in their Year of Experience

Personal Variables (Year of the Experience)	Number	Compassion Fatigue		
		Mean	SD	Calculated 'f' value
1-5	14	82.02	6.60	0.88 ^{ns}
6-10	50	81.13	10.69	
11-15	56	79.23	11.41	
15 and above	30	83.00	7.73	

From the table it is clear that the f- value obtained (0.88) is not significant at 0.05 level. It indicates that the years of experience do not differ significantly on the compassion fatigue of teachers handling students with disruptive behaviours in inclusive classrooms. Hence the hypothesis stated 'there is significant difference in the compassion fatigue of teachers due to the variation in their years of experience' is rejected. To sum up, Years of experience do not differ significantly on the compassion fatigue of teachers handling students with disruptive behaviours in inclusive classrooms.

CONCLUSION

This study throws light upon the nature and level of compassion fatigue of teachers handling students with disruptive behaviours in inclusive classroom. It is very essential to explore the compassion fatigue of teachers and necessary coping skills to reduce the fatigue of teachers handling students with disruptive behaviour in inclusive set up. The result shows that most of the teachers' experience high level of compassion fatigue. They are in need of orientation training programme to reduce their compassion fatigue and teach children with disruptive behaviours effectively in an inclusive set up. Teacher Education Institutions and National Educational bodies must come up with various activities to cater to the needs of children with disruptive behavior effectively and help the teachers to improve their psychological well being and handle children with disruptive behaviours effectively in inclusive classrooms.

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