



## **A Study to Assess Attitude and Perception Regarding Compassion Fatigue among Faculty of SGT University**

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### **ABSTRACT**

*Self-awareness as a self-care strategy may lessen the effects of indirect trauma (compassion fatigue). The therapeutic alliances and counselling abilities of students who took course on stress relieving methods and application of alertness in clinical practice significantly improved. A study to assess the attitude and perception regarding compassion fatigue among the teaching faculties of SGT University. A quantitative, convenient sampling techniques was applied for this study. The findings of the study revealed that 75% of faculties had moderate level of fatigue and 25% had severe level of fatigue. 86% had positive attitude followed by 8% had neutral attitude and 6% had negative attitude about compassion fatigue. It was determined that the teachers at SGT University exhibits moderate to severe levels of exhaustion, despite the fact that some of them have a favourable attitude about their jobs, while others have a negative attitude or are neutral about it.*

**Keywords:** - Compassion fatigue, attitude, perception, structured questionnaire, convenient sampling technique, descriptive and inferential statistics.

Received 02.10.2022

Revised 19.10.2022

Accepted 28.11.2022

### **INTRODUCTION**

Compassion fatigue, frequently referred to as the negative cost of caring, is a syndrome marked by mental and physical depletion that impairs one's ability to recognize or feel compassion for others. It's also known as secondary traumatic stress (STS) [1]. Compassion fatigue is said to be a side effect of working long hours and being worn out. Professionals in the helping fields are more susceptible to developing compassion fatigue [2]. The phrase "compassion fatigue" refers to a more specific experience that may be brought on by a demanding job, a lack of resources, or long hours [3]. Compassion fatigue is a condition of intense exhaustion and desperation that can occur while working in a professional setting or dealing with other people's tragedy on a daily basis in any educational institution, for example [4]. According to Figley, who created the description that is most frequently used, compassion fatigue is condition of tiredness and unfit physiologically, psychologically, and civilly as result of extended subjection to compassion stress & everything CT inspires. Above term thoroughly captures Compassion Fatigue's various manifestations.<sup>5</sup> The characteristics of compassion fatigue, according to Lynch and Lobo, are accepted relationship between the nurse and the patient, all related to the mothering role and the psychological and physiological reactions CT elicits. Nurses caring for patients in acute life-threatening situations and instances of fruitless or relieving care were among the triggering events that Yoder et al. observed. Lynch and Lobo also noted organizational or systemic problems, such as emotionally and physically taxing tasks and extended workdays, as risk factors for compassion fatigue. Others noted, empathy is essential to emergence of compassion fatigue because the nurse must be able to recognize and comprehend what patient is going through and should be able to convey this perception. Finally, foundation for continuing stress and subsequent compassion fatigue is the psychological reaction to the opposing aspects of empathy and suffering [6]. Traumatology has investigated compassion fatigue, which has been referred to as the "cost of caring" for those who are experiencing emotional suffering. Minor victimization, secondary traumatic stress, indirect (vicarious) traumatization, and secondary survivor are more names for compassion fatigue. Family crises brought on by rape and "proximity" effects on female spouses of war veterans are other connected disorders. In some writings, burnout has been referred to as a type of compassion fatigue. Burnout, however, differs from compassion fatigue in that it is caused by chronic boredom at work and in the workplace rather than exposure to a particular range of client issues like trauma. According to fMRI-rt research, the concept of compassion does not exhaust itself when it is not applied to actual trauma. These

findings suggest that when empathy and compassion were compared using neuroscience, empathy revealed activations in brain regions that had previously been linked to pain, but compassion revealed distorted neural activations [7]. A person is more likely to experience compassion fatigue if they have certain personality traits. Secondary traumatic stress is more common in those who are overly committed, perfectionists, and selfless. STS is also more prone to develop in people with inadequate levels of social support or high levels of psychological stress. Additionally, having limited support networks and past trauma histories that resulted in poor coping mechanisms like repressing or avoiding emotions raise the chance of developing STS [8]. Comparatively to those who have an act of doubting oneself and are able to maintain distance between themselves and co-workers, student affairs experts and teachers who are very emotionally connected to the students with whom they work and those who exhibit an internal locus of control are more likely to experience compassion fatigue(CT) [9].

### Objectives

1. To assess the perception among faculties.
2. To assess the attitude regarding compassion fatigue among faculties.
3. To assess the correlation between perception and attitude.
4. To find out association between perception with their selected socio-demographic variables.
5. To find out association between attitude about perception with their selected socio-demographic variables.

### MATERIAL AND METHODS

**Research approach:** Quantitative research

**Research design:** Descriptive Design

**Research setting:** SGT University, Budhera Gurgaon

**Population:** Teaching Faculty of SGT University

**Sample size:**100

**Sampling technique:** Purposive and convenient sampling technique

**Sampling criteria**

**Inclusion criteria:**

Faculty who is present at the time of data collection.

Faculty who Speaks English language.

**Exclusion criteria:**

Faculty who is absent at the time of data collection.

Faculty who is not willing in participating.

**Data collection tool and technique:**

The Final tool (Structured questionnaire) for identifying the attitude and perception consisted of two part.

#### Tool

**PART 1:** Socio demographic variables of subjects includes Age, gender, marital status, level of education, designation, department, year of experience, salary package, type of family.

**Part 2:** Standardized rating scale of attitude on compassion fatigue among faculty.

**Part 3:** Standardized structured questionnaires of perception on compassion fatigue among faculty

#### Testing of tool

The extent to which an instrument measures what it is intended to measure is its validity to measure.

#### Content Validity:

It speaks about how well an instrument's component's function represent the universe of content.

#### Reliability of the Tool:

The degree of consistency with which an instrument is reliableit measures the attribute it is supposed to measure<sup>47</sup>. $r=0.85$

#### Method of data collection

**Step 1-** The investigator will obtain permission from respected authority to conduct the study

**Step 2-** Selection of subject (FACULTY).

**Step 3-** Administer structure questionnaire and rating scale among faculty.

#### Ethical consideration

The researcher will take prior permission from university department authority, authority, administration and faculty.

### RESULTS

The obtained data was organized, analysed, tabulated and interpreted by employing descriptive and inferential statistics. The data was first arranged on a master sheet. A total of 100 faculties were included in this study through non-probability convenience sampling technique who were fulfilled inclusion criteria.

The study subjects were assessed and analysed. The IBM SPSS version 26 was used for data analysis and interpretation of data.

### Section-1

**Table 1: socio-demographic profile of faculties to assess perception and attitude regarding compassion fatigue [N=100]**

| S. No. | Variables                 | f (%) |
|--------|---------------------------|-------|
| 1.     | <b>Age (in years)</b>     |       |
|        | 23-30                     | 12    |
|        | 31-35                     | 39    |
|        | 36-40                     | 28    |
|        | >40                       | 21    |
| 2.     | <b>Gender</b>             |       |
|        | Male                      | 51    |
|        | Female                    | 49    |
| 3.     | <b>Marital status</b>     |       |
|        | Unmarried                 | 35    |
|        | Married                   | 53    |
|        | Divorced                  | 9     |
|        | Widow                     | 3     |
| 4.     | <b>Level of education</b> |       |
|        | Diploma                   | 2     |
|        | Graduation                | 21    |
|        | Post-Graduation           | 77    |
| 5.     | <b>Type of family</b>     |       |
|        | Nuclear                   | 54    |
|        | Joint                     | 38    |
|        | Extended                  | 8     |

**Table 1** The socio-demographic profile of the faculty used to assess perception and attitude toward compassion fatigue is shown in Table 1. Out of 100 participants, 39% were lies between 31 and 35 years old, followed by 28% lies between 36 and 40 years old, 21% lies above 40 years old, and 12% lies between 23 and 30 years old. Just over 50% of the population, or 51 percent, were males and 49% were females. More over half of them—53%—were single, followed by 35% of them who were also single, 9% of them were divorced, and just 3% of them were widows. According to their level of education, the bulk of them (77%) were postgraduates, followed by (21%) graduates, and just (2%), certificate holders. More than half (54%) of them belonged to nuclear families, which were followed by 38% belonged to nuclear family and only 8% belonged to extended family.

### Section-2

**Table 2: background information about faculties to assess perception and attitude regarding compassion fatigue. n=100**

| S. No. | Variables           | f (%) |
|--------|---------------------|-------|
| 1.     | <b>Designation</b>  |       |
|        | Lecturer            | 11    |
|        | Assistant Professor | 42    |
|        | Associate Professor | 24    |
|        | Professor           | 23    |
| 2.     | <b>Department</b>   |       |
|        | Agriculture         | 2     |
|        | Ayurveda            | 9     |
|        | BA                  | 2     |
|        | BBA                 | 2     |
|        | Behavioural science | 5     |
|        | Chemistry           | 4     |
|        | Comm                | 6     |
|        | Comm and management | 1     |
|        | Education           | 3     |
|        | English hons.       | 1     |
|        | English             | 6     |
|        | Engineering         | 2     |
|        | EVS                 | 6     |
|        | Fashion & design    | 3     |

|    |                           |    |
|----|---------------------------|----|
|    | FCAM                      | 10 |
|    | FLAM                      | 1  |
|    | FMCA                      | 1  |
|    | Forensic sci.             | 3  |
|    | HOTEL management          | 8  |
|    | JCAM                      | 1  |
|    | Law                       | 5  |
|    | Mass communication        | 3  |
|    | Maths                     | 1  |
|    | Pharmacy                  | 11 |
|    | Physics                   | 4  |
| 3. | <b>Year of experience</b> |    |
|    | 0-5 Years                 | 27 |
|    | 6-10 Years                | 34 |
|    | 11-15 Years               | 22 |
|    | More than 15-Years        | 17 |
| 4. | <b>Salary package</b>     |    |
|    | 10-20K                    | 5  |
|    | 21-30K                    | 11 |
|    | 31-40K                    | 31 |
|    | More than 41K             | 53 |

**Table 2** presents that background information about faculties to assess perception and attitude regarding compassion fatigue. As per their designation; 42% were assistant professor followed by 24% were associate professor almost similarly 23% were professor and 11% were lecturer. As per their department; 11% belonged to pharmacy department followed by 10% belonged to fashion & design, 9% belonged to ayurveda, 8% were belonged to hotel management and 62% belonged to various department as mentioned in tables. According to their job experience; 34% were having experiences between 6-10 years followed by 27% were having experiences between 0-5 years, 22% were having experiences between 11-15 years, and 17% were having experiences above 15 years. As per their salary package; 53% had more than 41K followed by 31% had between 31-40K, 11% had between 21-30K and only 5% had between 10-20K

### SECTION - 3

**Section-III:** Finding related to assess the perception among faculties.

**Table 3: level of perception among faculties. N=100**

| S. No. | Level of perception | F  | %    | Mean SD     |
|--------|---------------------|----|------|-------------|
| 1.     | Moderate            | 75 | 75.0 | 85.56±13.86 |
| 2.     | Severe              | 25 | 25.0 |             |

Table 3 and figure 4 demonstrate that level of perception among faculties. Out of 100 faculties; 75% had moderate level of perception and one fourth 25% had severe level of perception. The overall mean score of perception was 85.56±13.86.

### Section - 4

**Section-IV:** Finding related to assess the attitude regarding compassion fatigue among faculties.

**Table 4: Level of attitude regarding compassion fatigue among faculties. N=100**

| S. No. | Attitude | F  | %    | Mean SD      |
|--------|----------|----|------|--------------|
| 1.     | Positive | 86 | 86.0 | 62.70±11.403 |
| 2.     | Neutral  | 8  | 8.0  |              |
| 3.     | Negative | 6  | 6.0  |              |

Table 4 and figure 5 demonstrate that level of attitude regarding compassion fatigue among faculties. Out of 100 participants; most of them 86% had positive attitude followed by 8% had neutral attitude and 6% had negative attitude about compassion fatigue.

### Section - 5

**Section-V:** Finding related to assess the correlation between perception and attitude.

**Table 5: Relationship between perception and attitude among faculties. N=100**

| Variables  | r value | P value |
|------------|---------|---------|
| Perception | .612**  | 0.001   |
| Attitude   |         |         |

Table 5 and Figure 6 depict that relationship between perception and attitude among faculties. Here non-parametric spearman rank correlation applied to find statistically significant relationship. As result found that positive significant relationship ( $r=0.612$ ,  $p=0.001$ ) between fatigue and attitude

**Table 6: Association between perceptions with their selected socio-demographic variables**  
N=100

| S. No. | Variables                 | Level of perception |        | $\chi^2$ /Fisher value | df | P value             |
|--------|---------------------------|---------------------|--------|------------------------|----|---------------------|
|        |                           | Moderate            | Severe |                        |    |                     |
| 1.     | <b>Age (in years)</b>     |                     |        |                        |    |                     |
|        | 23-30                     | 12                  | 0      | 11.658 <sup>F</sup>    | 3  | 0.004 <sup>S</sup>  |
|        | 31-35                     | 28                  | 11     |                        |    |                     |
|        | 36-40                     | 24                  | 4      |                        |    |                     |
|        | >40                       | 11                  | 10     |                        |    |                     |
| 2.     | <b>Gender</b>             |                     |        |                        |    |                     |
|        | Male                      | 33                  | 18     | 5.882 <sup>C</sup>     | 1  | 0.015 <sup>S</sup>  |
|        | Female                    | 42                  | 7      |                        |    |                     |
| 3.     | <b>Marital status</b>     |                     |        |                        |    |                     |
|        | Unmarried                 | 28                  | 7      | 2.265 <sup>F</sup>     | 3  | 0.622 <sup>NS</sup> |
|        | Married                   | 37                  | 16     |                        |    |                     |
|        | Divorced                  | 7                   | 2      |                        |    |                     |
|        | Widow                     | 3                   | 0      |                        |    |                     |
| 4.     | <b>Level of education</b> |                     |        |                        |    |                     |
|        | Diploma                   | 2                   | 0      | 0.722 <sup>F</sup>     | 2  | 0.769 <sup>NS</sup> |
|        | Graduation                | 16                  | 5      |                        |    |                     |
|        | Post-Graduation           | 57                  | 20     |                        |    |                     |
| 5.     | <b>Type of family</b>     |                     |        |                        |    |                     |
|        | Nuclear                   | 39                  | 15     | 0.538 <sup>F</sup>     | 2  | 0.828 <sup>NS</sup> |
|        | Joint                     | 30                  | 8      |                        |    |                     |
|        | Extended                  | 6                   | 2      |                        |    |                     |

**NB:** F=Fisher, C=Chi-square test, df=degree of freedom, NS= Non-significant, S=Significant at 0.05 level.

Table 6 presents that association between perceptions with their selected socio-demographic variables. Here chi-square and fisher test were applied to find out statistically significant association. As result showed that age (Fisher value=11.658-  $p= 0.004$ ) and gender (chi square value=5.882  $p=0.015$ ) found statistically significant association at 0.05 level. Whereas others demographic variables like marital status, level of education, type of family found non-significant at 0.05 level.

**Table 7: Association between perception with their others background informative variables.**  
N=100

| S. No. | Variables           | Level of perception |        | Fisher test value   | df | P value            |
|--------|---------------------|---------------------|--------|---------------------|----|--------------------|
|        |                     | Moderate            | Severe |                     |    |                    |
| 1.     | <b>Designation</b>  |                     |        |                     |    |                    |
|        | Lecturer            | 5                   | 6      | 23.576 <sup>F</sup> | 3  | 0.001 <sup>S</sup> |
|        | Assistant Professor | 40                  | 2      |                     |    |                    |
|        | Associate Professor | 19                  | 5      |                     |    |                    |
|        | Professor           | 11                  | 12     |                     |    |                    |
| 2.     | <b>Department</b>   |                     |        |                     |    |                    |
|        | Agriculture         | 2                   | 0      | 36.237 <sup>F</sup> | 24 | 0.028 <sup>S</sup> |
|        | Ayurveda            | 7                   | 2      |                     |    |                    |
|        | BA                  | 0                   | 2      |                     |    |                    |
|        | BBA                 | 0                   | 2      |                     |    |                    |
|        | Behavioural sci     | 3                   | 2      |                     |    |                    |
|        | Chemistry           | 4                   | 0      |                     |    |                    |
|        | Comm                | 4                   | 2      |                     |    |                    |
|        | Comm and manag.     | 1                   | 0      |                     |    |                    |
|        | Education           | 2                   | 1      |                     |    |                    |
|        | Eng hons.           | 1                   | 0      |                     |    |                    |
|        | Eng.                | 3                   | 3      |                     |    |                    |
|        | Engineering         | 1                   | 1      |                     |    |                    |
|        | EVS                 | 6                   | 0      |                     |    |                    |
|        | Fashion & design    | 3                   | 0      |                     |    |                    |

|    |                           |    |    |                    |   |                     |
|----|---------------------------|----|----|--------------------|---|---------------------|
|    | FCAM                      | 6  | 4  |                    |   |                     |
|    | FLAM                      | 1  | 0  |                    |   |                     |
|    | FMCA                      | 0  | 1  |                    |   |                     |
|    | Forensic sci.             | 3  | 0  |                    |   |                     |
|    | HOTEL management          | 4  | 4  |                    |   |                     |
|    | JCAM                      | 1  | 0  |                    |   |                     |
|    | Law                       | 4  | 1  |                    |   |                     |
|    | Mass communication        | 3  | 0  |                    |   |                     |
|    | Maths                     | 1  | 0  |                    |   |                     |
|    | Pharmacy                  | 11 | 0  |                    |   |                     |
|    | Physics                   | 4  | 0  |                    |   |                     |
| 3. | <b>Year of experience</b> |    |    |                    |   |                     |
|    | 0-5 Years                 | 23 | 4  | 6.319 <sup>F</sup> | 3 | 0.110 <sup>NS</sup> |
|    | 6-10 Years                | 27 | 7  |                    |   |                     |
|    | 11-15 Years               | 16 | 6  |                    |   |                     |
|    | More than 15-Years        | 9  | 8  |                    |   |                     |
| 4. | <b>Salary package</b>     |    |    |                    |   |                     |
|    | 10-20K                    | 5  | 0  | 2.797 <sup>F</sup> | 3 | 0.571 <sup>NS</sup> |
|    | 21-30K                    | 9  | 2  |                    |   |                     |
|    | 31-40K                    | 24 | 7  |                    |   |                     |
|    | More than 41K             | 37 | 16 |                    |   |                     |

**NB:** F=Fisher test, df=degree of freedom, NS= Non-significant, S=Significant at 0.05 level.

Table 7 presents that association between perception with their others background informative variables. Here fisher test was applied to find out statistically significant association. As result showed that designation (fisher value=23.576, p= 0.001) and department (Fisher value=36.237, p= 0.028) found statistically significant association at 0.05 level. Whereas others variables like year of experience and salary package found non-significant at 0.05 level.

#### SECTION - 7

**Section-VII:** Finding related to find out association between attitudes about perception with their selected socio-demographic variables.

**Table 8: Association between attitudes about perception with their selected socio-demographic variables. N=100**

| S. No. | Variables                 | Level of attitude |         |          | Fisher value        | df | P value             |
|--------|---------------------------|-------------------|---------|----------|---------------------|----|---------------------|
|        |                           | Positive          | Neutral | Negative |                     |    |                     |
| 1.     | <b>Age (in years)</b>     |                   |         |          |                     |    |                     |
|        | 23-30                     | 9                 | 0       | 3        | 12.733 <sup>F</sup> | 6  | 0.088 <sup>NS</sup> |
|        | 31-35                     | 33                | 5       | 1        |                     |    |                     |
|        | 36-40                     | 24                | 3       | 1        |                     |    |                     |
|        | >40                       | 20                | 0       | 1        |                     |    |                     |
| 2.     | <b>Gender</b>             |                   |         |          |                     |    |                     |
|        | Male                      | 46                | 3       | 2        | 1.546 <sup>F</sup>  | 2  | 0.464 <sup>NS</sup> |
|        | Female                    | 40                | 5       | 4        |                     |    |                     |
| 3.     | <b>Marital status</b>     |                   |         |          |                     |    |                     |
|        | Unmarried                 | 35                | 0       | 0        | 12.834 <sup>F</sup> | 6  | 0.021 <sup>S</sup>  |
|        | Married                   | 41                | 7       | 5        |                     |    |                     |
|        | Divorced                  | 8                 | 0       | 1        |                     |    |                     |
|        | Widow                     | 2                 | 1       | 0        |                     |    |                     |
| 4.     | <b>Level of education</b> |                   |         |          |                     |    |                     |
|        | Diploma                   | 2                 | 0       | 0        | 3.254 <sup>F</sup>  | 4  | 0.464 <sup>NS</sup> |
|        | Graduation                | 18                | 3       | 0        |                     |    |                     |
|        | Post-Graduation           | 66                | 5       | 6        |                     |    |                     |
| 5.     | <b>Type of family</b>     |                   |         |          |                     |    |                     |
|        | Nuclear                   | 46                | 5       | 3        | 1.400 <sup>F</sup>  | 4  | 0.846 <sup>NS</sup> |
|        | Joint                     | 33                | 2       | 3        |                     |    |                     |
|        | Extended                  | 7                 | 1       | 0        |                     |    |                     |

**NB:** F=Fisher test, df=degree of freedom, NS= Non-significant, S=Significant at 0.05 level.

Table 8 presents that association between attitudes about perception with their selected socio-demographic variables. Here chi-square and fisher test were applied to find out statistically significant association. As result showed that marital status (Fisher value=12.834, p= 0.021) found statistically

significant association at 0.05 level. Whereas others demographic variables like age, gender, level of education, type of family found non-significant at 0.05 level.

**Table 9: Association between attitude about perception with their selected others variables.**  
N=100

| S. No. | Variables                 | Level of attitude |         |          | Fisher value        | df | P value             |
|--------|---------------------------|-------------------|---------|----------|---------------------|----|---------------------|
|        |                           | Positive          | Neutral | Negative |                     |    |                     |
| 1.     | <b>Designation</b>        |                   |         |          |                     |    |                     |
|        | Lecturer                  | 10                | 1       | 0        | 8.145 <sup>F</sup>  | 6  | 0.256 <sup>NS</sup> |
|        | Assistant Professor       | 32                | 5       | 5        |                     |    |                     |
|        | Associate Professor       | 22                | 2       | 0        |                     |    |                     |
|        | Professor                 | 22                | 0       | 1        |                     |    |                     |
| 2.     | <b>Department</b>         |                   |         |          |                     |    |                     |
|        | Agriculture               | 2                 | 0       | 0        | 57.424 <sup>F</sup> | 48 | 0.318 <sup>NS</sup> |
|        | Ayurveda                  | 9                 | 0       | 0        |                     |    |                     |
|        | BA                        | 2                 | 0       | 0        |                     |    |                     |
|        | BBA                       | 2                 | 0       | 0        |                     |    |                     |
|        | Behavioural sci           | 4                 | 1       | 0        |                     |    |                     |
|        | Chemistry                 | 4                 | 0       | 0        |                     |    |                     |
|        | Comm                      | 6                 | 0       | 0        |                     |    |                     |
|        | Comm and manag.           | 0                 | 1       | 0        |                     |    |                     |
|        | Education                 | 2                 | 1       | 0        |                     |    |                     |
|        | Eng hons.                 | 1                 | 0       | 0        |                     |    |                     |
|        | Eng.                      | 5                 | 0       | 1        |                     |    |                     |
|        | Engineering               | 2                 | 0       | 0        |                     |    |                     |
|        | EVS                       | 4                 | 1       | 1        |                     |    |                     |
|        | Fashion & design          | 3                 | 0       | 0        |                     |    |                     |
|        | FCAM                      | 8                 | 1       | 1        |                     |    |                     |
|        | FLAM                      | 1                 | 0       | 0        |                     |    |                     |
|        | FMCA                      | 1                 | 0       | 0        |                     |    |                     |
|        | Forensic sci.             | 2                 | 0       | 1        |                     |    |                     |
|        | HOTEL management          | 7                 | 1       | 0        |                     |    |                     |
|        | JCAM                      | 1                 | 0       | 0        |                     |    |                     |
|        | Law                       | 5                 | 0       | 0        |                     |    |                     |
|        | Mass communication        | 3                 | 0       | 0        |                     |    |                     |
|        | Maths                     | 0                 | 0       | 1        |                     |    |                     |
|        | Pharmacy                  | 10                | 0       | 1        |                     |    |                     |
|        | Physics                   | 2                 | 2       | 0        |                     |    |                     |
| 3.     | <b>Year of experience</b> |                   |         |          |                     |    |                     |
|        | 0-5 Years                 | 22                | 2       | 3        | 6.647 <sup>F</sup>  | 6  | 0.420 <sup>NS</sup> |
|        | 6-10 Years                | 27                | 5       | 2        |                     |    |                     |
|        | 11-15 Years               | 21                | 0       | 1        |                     |    |                     |
|        | More than 15-Years        | 16                | 1       | 0        |                     |    |                     |
| 4.     | <b>Salary package</b>     |                   |         |          |                     |    |                     |
|        | 10-20K                    | 3                 | 2       | 0        | 10.019 <sup>F</sup> | 6  | 0.171 <sup>NS</sup> |
|        | 21-30K                    | 10                | 0       | 1        |                     |    |                     |
|        | 31-40K                    | 25                | 3       | 3        |                     |    |                     |
|        | More than 41K             | 48                | 3       | 2        |                     |    |                     |

**NB:** F=Fisher test, df=degree of freedom, NS= Non-significant, S=Significant at 0.05 level.

**Table 9** presents that association between attitude about perception with their selected others variables. Here fisher test was applied to find out statistically significant association. As result showed that designation, department, year of experience and salary package found non-significant at 0.05 level.

## DISCUSSION

The association between attitudes about fatigue with their selected other variables. As result showed that designation, department, year of experience and salary package found non-significant at 0.05 level.

In the study of research which has been done previously by researchers, there is difference in sample collection, online questionnaire. In our research we had taken the samples of teaching faculty of SGT UNIVERSITY. Our sample taking method is in structured questionnaire form, our tools were different from previous researchers which has been done by other researchers. In the research of JARRAD RA. HAMMAD S. [10].

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## CITATION OF THIS ARTICLE

Suman Vashist, Samanta, Shanky, Shivangi, Palvi Kochhar. A Study to Assess Attitude and Perception Regarding Compassion Fatigue Among Faculty Of Sgt University. *Bull. Env.Pharmacol. Life Sci., Spl Issue* [4] 2022: 47-54