



Research Article

Appraising the Generalizability of a New Scale for Measuring Teacher Passion for Profession

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ABSTRACT

The study explores the dynamics of teacher passion within the educational landscape, focusing on its relationship with various personal, psychological, organizational, and professional factors. Through a structured approach integrating quantitative research methods, the study constructs a model tailored to the specific context of the education system. A pilot study validates the research instruments, ensuring reliability and validity. The main study involves 200 English as a Foreign Language teachers, utilizing a standardized questionnaire to collect quantitative data. Data analysis employs descriptive and inferential statistical methods, including Structural Equation Modeling (SEM) and Partial Least Squares-SEM (PLS-SEM), to evaluate the proposed model's validity and reliability. Results indicate significant relationships between teachers' passion and various dimensions, such as personal characteristics, psychological factors, organizational characteristics, teacher's professional characteristics, and students' characteristics. The study's findings provide valuable insights into the multifaceted nature of teacher passion and its implications for educational practice and policy. It contributes to theoretical frameworks in education and informs stakeholders, including educators, administrators, and policymakers, on creating conducive environments for fostering teacher passion, performance, and ongoing professional development. Overall, the study underscores the importance of understanding and nurturing teacher passion as a fundamental component of educational excellence and student success.

Introduction

This essay explores the importance of teachers' passion for teaching and its impact on their motivation, job satisfaction, and academic performance. It highlights the role of teachers as

architects of intellect and character, shaping not only academic prowess but also the ethical compass of generations to come. Passion in the context of teaching transcends mere job satisfaction and

embodies a fervent dedication to ignite minds, cultivate curiosity, and instill a love for learning.

The emotional aspects of teacher learning have been undervalued in educational research, but their impact on teaching quality, student learning behavior, and academic performance is increasingly recognized. Teacher emotions play a crucial role in shaping the educational landscape, influencing teachers' professional beliefs, well-being, and overall effectiveness. They also significantly impact the dynamics of learning and teaching, shaping classroom environments and interactions.

Language teachers are in a central and influential position within the educational landscape, serving as catalysts for change and progress. By exploring the emotional terrain of language teachers, the researcher seeks to understand not only the challenges they face and the triumphs they celebrate but also the deep-seated passion that drives their commitment to teaching. A universally agreed-upon definition of a successful teacher remains an elusive endeavor, and a holistic and nuanced understanding of teacher success is essential to cultivating a more inclusive and equitable approach to assessing and fostering teacher success.

The complexity of teacher effectiveness in various educational settings is influenced by factors such as student demographics, institutional goals, resources, and cultural nuances. Khong and Saito (2014) and Hongbiao Yin (2016) explore the management of emotions and expressions by teachers to achieve professional goals. They identify three categories and seven strategies used by Chinese educators to regulate their emotions in the classroom, including authentic display, superficial display, and profound display.

English language teachers face emotional challenges, as they play both students and teachers, and their emotional well-being plays a crucial role in their susceptibility to burnout, professional identity, efficacy, and student growth. The literature often fails to acknowledge the importance of teacher passion for their profession, which can lead to diminished work satisfaction, increased burnout, and decreased teaching effectiveness. Insufficient focus on teacher excitement can result in disengagement, subpar learning outcomes, and reduced engagement in professional development.

By filling this gap in research and exploring the connection between teacher passion and professional growth, scholars can make substantial theoretical and practical advancements in the field of education. This understanding can guide the creation of more efficient teacher education programs, customized professional development efforts, and policies that enhance educators' emotional well-being and improve their efficacy in the classroom.

The research proposes and evaluates a refined model of teachers' passions, utilizing the model provided by Mirshjooi et al. (2019). It emphasizes the importance of emotions in educators' experiences and interactions in the classroom. It emphasizes the urgent need for policymakers, teacher trainers, and governing bodies to integrate emotional factors into their discussions. By identifying the precise variables by which teachers' passions have the greatest impact on their achievement, educators, policymakers, and educational stakeholders can more effectively customize support systems and interventions to boost teacher motivation, job engagement, and student achievements.

This study not only has practical implications but also makes theoretical gains in the field of educational psychology and teacher development. It fills a significant gap in our knowledge about the emotional dimensions of teaching and offers unique perspectives on the emotional dimensions of teaching. The findings are expected to be valuable for educators, legislators, and educational stakeholders, helping them optimize their instructional methods and improve teacher motivation, work engagement, and students.

In line with the main research objective, the following main research questions were posed:

1. Through the use of SEM, does the designed scale, according to the premises of Sisiyan et al. (2023), enjoy a good level of fit indices?
2. What are the most and least important factors influencing teachers' passion as perceived by Iranian EFL teachers?

The study's limitations and delimitations are essential for understanding its scope and applicability. Limitations include the small sample size due to time and resource constraints, participant characteristics, data collection method,

and time constraints. Delimitations include geographical scope, subject matter, linguistics, and academic discipline. Limitations may have limited the applicability of the findings to a larger population, omitting larger or associated areas of investigation. Delimitations may have resulted from the study's focus on a specific language, omitting participants or literature in different languages, and being conducted within a specific academic field. Recognizing these limitations allows for a more precise interpretation of the study's findings.

Review of Related Literature

Teacher's Passion

This literature review explores the impact of teachers' passion for their work on their achievements and the impact on their professional growth. Passion is an intense emotion that influences teachers' interactions and experiences, including cognitive processes, arousal, and related behaviors (Saleh et al., 2023). Teachers' professional identity is constantly changing, and as the 21st century ends, many countries face difficulties in recruiting and retaining teachers.

A comprehensive review of existing literature on the professional success and challenges of English language teachers reveals diverse insights into the factors influencing their performance and development. A critical analysis and synthesis of these studies are necessary to understand the complex interplay of various elements impacting educators in different contexts.

Abdul-Messie (2023) highlights the struggles of English language instructors in Italy as they navigate the tension between their passion for teaching and limited work opportunities in public secondary schools. This study underscores the systemic issues within educational institutions that hinder teachers' professional fulfillment despite their passion for the profession.

Zhi and Wang (2023) utilize structural equation modeling to examine the professional achievements of EFL teachers across various Chinese regions, revealing significant regional disparities. Their research indicates that location-specific factors, including access to resources and administrative support, play a crucial role in shaping teacher success, thus calling for targeted policy interventions.

Fang et al. (2023) explore the impact of a brief online project-based learning (PBL) training program on teachers' professional development in South China. While the study shows positive outcomes, it raises questions about the long-term sustainability and scalability of such short-term interventions in enhancing teacher competencies.

Asbury et al. (2023) investigate the factorial validity of field-specific beliefs (FABs) and generic mindsets, establishing a strong link between these beliefs and teacher performance. This study suggests that fostering positive FABs and mindsets could be pivotal in improving teaching effectiveness, though it also highlights the need for further research on how these factors interact with other professional attributes.

Li (2023) identifies a significant relationship between cognitive flexibility, workplace resilience, and professional achievement among Chinese EFL instructors. The findings suggest that developing these psychological traits can enhance teachers' adaptability and success, yet the study also points to the necessity of supportive work environments to fully leverage these attributes.

Valentín et al. (2022) examine the influence of teacher passion on elementary school students' motivation and academic performance, revealing a complex relationship influenced by text genre and other variables. Their research emphasizes the multifaceted nature of teaching passion and its varying impact on different student outcomes.

Pishghadam et al. (2021) investigate the inclination of students in Iran and Iraq to participate in EFL classes, finding positive correlations between teacher credibility, academic performance, and motivation. This study highlights the importance of teacher credibility in fostering student engagement and success, yet it also indicates potential cultural differences in how these dynamics play out.

Sigmundsson et al. (2020) focus on the connections between passion, grit, and mentality in young adults from Iceland, noting gender disparities in passion components. Their research suggests that educational interventions should consider these gender differences to better support all students.

Skoryk and Grytsyk (2020) define "professional success of teachers" as a meta-category

encompassing professional expertise, teaching aptitude, personal attributes, and self-fulfillment. Their work provides a comprehensive framework for evaluating teacher success and indicates the challenge of balancing these diverse components in practice.

Levoy (2015) and Mart (2013) both emphasize the critical role of passionate educators in motivating students and fostering intellectual and moral growth. However, their studies also highlight the need for systemic support to sustain teacher passion and prevent burnout.

Atkinson and Sandwith (2012) explore the intersection of passion in design and technology, demonstrating the synergy between creativity, motivation, and passion. Roger (2012) further supports the notion that passionate teaching significantly enhances student learning experiences, though the sustainability of such passion remains a concern.

Cheung Lai-man et al. (2008) underscore the efficacy of teachers proficient in testing, grading, engaging learners, promoting critical thinking, and providing constructive feedback. Their findings suggest that these skills are essential for effective teaching but require ongoing professional development.

Korthagen (2014) delves deeply into the environmental factors that significantly impact effective teaching. His study identifies school infrastructure, administrative support, and instructional materials as critical components. Korthagen argues that without adequate infrastructure, such as well-equipped classrooms and technological resources, teachers struggle to deliver high-quality education. Moreover, administrative support is vital in creating a conducive work environment where teachers feel valued and supported. This includes professional development opportunities, mentoring, and a supportive leadership team. Instructional materials, including textbooks, digital resources, and teaching aids, are also crucial. Korthagen's research suggests that a lack of these resources can hinder teachers' ability to implement effective teaching strategies, thereby affecting student outcomes.

Johnson and Birkeland (2003) and Haynes (2008) critique the traditional metrics of evaluating teacher success, which often focus narrowly on

student performance outcomes, such as standardized test scores. They argue that this approach is insufficient and fails to capture the full spectrum of a teacher's impact. Johnson and Birkeland advocate for a more holistic evaluation system that includes multiple measures of teacher effectiveness, such as classroom observations, student and parent feedback, and teachers' professional growth and contributions to the school community.

Haynes (2008) expands on this critique by highlighting the unpredictable nature of teaching, where many factors influencing student learning are beyond a teacher's control. For instance, socioeconomic status, parental involvement, and individual student differences play significant roles in academic achievement. Therefore, Haynes argues for evaluation systems that recognize and account for these external factors, providing a more balanced and fair assessment of teacher performance.

Both studies underscore the need for comprehensive evaluation frameworks that go beyond student performance metrics. These frameworks should consider various aspects of teaching, including the ability to foster a positive classroom environment, engage students, adapt to diverse learning needs, and contribute to the school's overall goals. By adopting such holistic evaluation approaches, educational systems can better support teachers' professional development and acknowledge their multifaceted contributions to student learning and school improvement.

In synthesizing these perspectives, it becomes clear that effective teaching is influenced by a complex interplay of environmental factors, support systems, and evaluation methods. Enhancing school infrastructure, providing robust administrative support, and ensuring access to quality instructional materials are fundamental to empowering teachers. Additionally, moving towards more holistic evaluation systems can provide a more accurate and comprehensive understanding of teacher effectiveness, ultimately leading to improved educational outcomes for students.

Existing research provides valuable insights into the multifaceted nature of teacher success and the various factors influencing it. A critical synthesis of

these studies reveals the need for a holistic approach that considers individual, contextual, and systemic factors in fostering professional development and achievement among English language teachers.

Effective Factors in Teacher Passion in Mirshojaee et al. (2019) Study

Mirshojaee et al. (2019), in their study, proposed nine factors as the effective factors in teachers' passion:

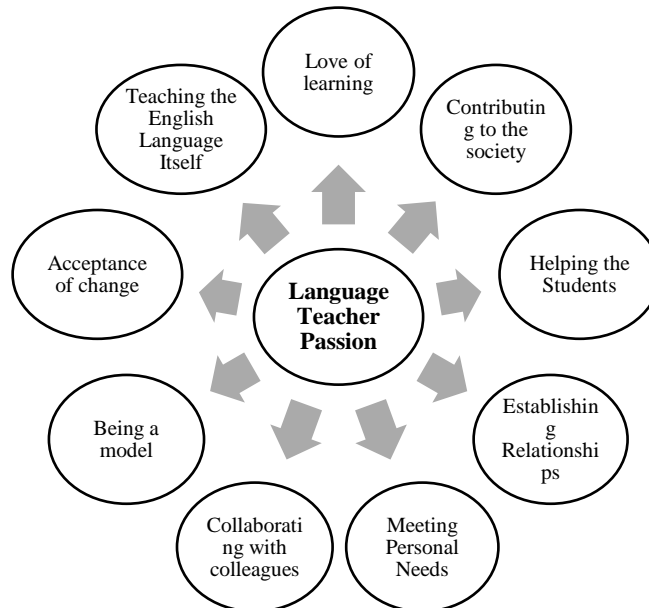


Figure 1. *Effective Factors in Teacher Passion (Mirshojaee et al. 2019)*

The teaching profession is characterized by a love of learning, which fosters a sense of appreciation, gratitude, and kindness. Teachers' emotions are subjective experiences linked to their profession, and understanding their motivations is essential for professional growth. They dedicate themselves to making a positive impact despite factors like salary, social standing, and work stability. Teachers' caring relationships are the cornerstone of effective education, as they cultivate trust and provide insights into students' needs, work habits, connections, and skills.

Establishing personal connections with students is crucial for their dedication to the teaching profession. Both primary and secondary school teachers place significant emotional importance on their interactions with students, with primary school teachers experiencing a range of emotions. In contrast, secondary school teachers mainly describe their relationships as based on affirmation and respect. Disagreements or strained connections can endanger professional growth and impact teachers' well-being.

Teachers' deep apprehensions about their students are centered on three main domains: students' achievement, knowledge acquisition, and holistic growth and advancement in life. They often see themselves as catalysts for positive transformation, aiming to foster the future achievements of their students. Establishing relationships with students, fostering positive connections, and using technology to create and sustain connections are key elements contributing to long-lasting passion for their work.

Teacher collaboration is crucial for comprehensive educational efforts, as it fosters a collaborative environment that promotes good teaching and learning. Teachers should establish loving relationships with their students, establishing trust and reliability. Engaging in meaningful conversations helps teachers understand their students' needs, work patterns, communication styles, and abilities, which is essential for customizing classes and preparing for their progress.

Change is crucial for career advancement, driven by both external and internal influences. Educational institutions transform to optimize practices and increase workplace efficacy, with three viewpoints on education: logical, governmental, and societal. Teaching English is a significant source of passion for many teachers, who see it as a vocation and a form of artistic expression.

This study aims to authenticate a qualitative model of Teacher's passion by building upon a prior investigation conducted by Sisiyan et al. (2023). Therefore, the objective of this study is to construct a novel instrument to measure a teacher's passion and, after that, assess its applicability in the Iranian setting. The elements of the questionnaire were derived from the qualitative model of teachers' perceptions of the limitations and benefits of achieving passion in teaching. In this research, the English experts who played the important role of substance and language reviewing the items in the tool were professors at some universities. These professors have a wide experience in teaching English to EFL students at the collegiate levels. Expert knowledge involves knowledge of pedagogical issues concerning English teaching and particular problems/dynamics of EFL students at higher education. These professors were selected with care, having acquired appropriate academic qualifications, professional experiences, and contributions to the field of teaching and researching the English language. Their contributions in ensuring linguistic accuracy, contextual relevance, and pedagogical soundness of the items in the questionnaire were therefore immense. These experts examined the content to make sure that it captures teacher passion as it is experienced or perceived in Iranian universities. These experts assisted in reviewing every item in the review process for clarity, conciseness, and appropriateness of the language with respect to the intended respondents. Their input helped fine-tune the questionnaire to be a robust measuring tool for teachers' passion across the five components and 22 categories derived from the qualitative model. This collaboration monitors the instrument development process for its rigor and thoroughness by English specialists. The use of their expertise should allow the research to result in a measure that is reliable and valid, indicative of the multi-faceted

nature of teacher passion and its applicability in the Iranian educational context. The factors encompass various aspects, namely: (a) Personal Characteristics (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14), (b) Psychological factors (items 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28), (c) Organizational characteristics (items 29, 30, 31, 32, 33, 34, 35, 36, 37, 38), (d) Teacher's Professional Characteristics (items 39, 40, 41, 42, 43, 44, 45, 46, 47), and (e) Students' characteristics (items 48, 49, 50, 51, 52, 53, 54, 55, 56, 57).

Methodology

Research Design

The study sought to present a structured approach to cultivating teachers' passion for their occupations through the use of a quantitative research methodology. The research methodology employed a quantitative approach to construct a model that is in line with the specific context and conditions of the country's education system. The objective of the study was to enhance comprehension of instructors' fervor and construct a model that is in harmony with the education system of the country.

Pilot Study

The questionnaire was designed and tested for reliability and validity using a web-based survey. A sample size of 100 participants from various institutes in Bandarabbass was chosen, with a ratio of instances to items of approximately 5 to 1. The researcher used SPSS version 26 to measure the Cronbach Alpha of this questionnaire. The Cronbach Alpha index was used to assess the questionnaire's internal consistency, with a Cronbach's alpha coefficient of 0.79. Three experts evaluated the content validity of the questions. Table 1 shows the Cronbach's alpha coefficient of different parts of the questionnaire.

Table 1.

Item-Total Statistics for Total Factors

variable	N of Items	Cronbach's Alpha
Teachers' passion	57	.793
personal characteristics	14	.821
psychological factor	14	.799
organizational characteristics	10	.802

variable	N of Items	Cronbach's Alpha
teacher's professional characteristics	9	.831
students' characteristics	10	.789

Construct validity was assessed using factor analysis, which includes exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The scale had a satisfactory amount of communality values above 0.5. To determine the factorability of the data, Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy were conducted. As Table 2 shows, the KMO value in this study was 0.791, indicating a strong level of sampling adequacy.

Table 2.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.791
Bartlett's Test of Sphericity	Approx. Chi-Square	423.277
	df	300
	Sig.	.000

Kaiser's criterion, also known as the eigenvalue cut-off point, was used to determine the optimal number of elements to achieve. The principal component analysis yielded six variables with eigenvalues greater than or equal to 1.0. Horn's parallel analysis was used to validate the results obtained from these procedures. The Monte Carlo technique was used to compare the eigenvalues of the retained factors with those of a randomly generated dataset of the same dimensions.

The eigenvalues of the retained factors were higher than those obtained from the parallel analysis, confirming the initial findings. The factor

loadings for the 57 items were displayed, and the researchers examined the loadings with the greatest values to determine the specific objects associated with each component. After confirming the reliability and validity of the teacher's passion-built questionnaire, it was distributed to a large sample for the main part of the study.

Table 3 presents the result of Principal Component Analysis-Varimax rotation, for different items-questions Q1 to Q57, showing their factor loadings on six extracted components. The factor loadings, ranging from -1 to 1, show the strength and direction of the relationship of each item with its corresponding factor. Loadings above generally 0.7 are considered to be high positive, while negative loadings are for the inverted direction of the relationship. For example, items Q13 to Q16 load highly on Factor 1, an indication of a highly related nature of these items to this underlying construct. Likewise, items Q7, Q1, and Q5 also have high loadings on Factor 2, indicating collective importance in the definition of the factor. Other items, such as Q17 and Q18, load highly positive on one factor and negative loadings on another factor, indicating complex relationships exhibited between many factors. In this case, the method of extraction is Principal Component Analysis, and the Varimax method with Kaiser Normalization is the method for rotation. Rotation assists in the attainment of the simpler factor structure that is easier to interpret. The rotated solution converged in six iterations, which makes these identified factors robust. Understanding these loadings helps in identifying the key dimensions represented by each factor, thus facilitating the interpretation of constructs underlying in the dataset.

Table 3.

Rotated Component Matrix

	1	2	3	4	5	6
Q13	.878					
Q14	.859					
Q12	.816					
Q15	.813					
Q11	.784					
Q16	.778					
Q10	.740					
Q17	.599				-.539	
Q18	.570				-.546	

	1	2	3	4	5	6
Q7		.816				
Q1		.777				
Q5		.776				
Q4		.736				
Q6		.732				
Q25			.826			
Q21			.817			
Q22			.750			
Q20			.628			
Q24			.572	.533		
Q23			.570			
Q2				.650		
Q3				.645		
Q8					.637	
Q9	.521				.555	
Q19						.807
Q26	.878					
Q28	.859					
Q32	.816					
Q30	.813					
Q27	.784					
Q31	.778					
Q29	.740					
Q32	.599				-.539	
Q36	.570				-.546	
Q34		.816				
Q33		.777				
Q37		.776				
Q35		.736				
Q38		.732				
Q39			.826			
Q41			.817			
Q40			.750			
Q57	.816					
Q53	.813					
Q56	.784					
Q54	.778					
Q55	.740					
Q53	.599				-.539	
Q51	.570				-.546	
Q52		.816				
Q50		.777				
Q48		.776				
Q47		.736				
Q49		.732				
Q46			.826			
Q45			.817			
Q44			.750			
Q42		.736				
Q43		.732				

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Main Study

The research aimed to investigate the relationship between teachers' passion and their

professional achievements. It involved a preliminary study and a primary inquiry, assessing the model of teachers' passion developed by

Mirshojae et al.(2019) in various educational settings. The pilot study validated the research instruments and processes, improving reliability and validity. The primary investigation collected quantitative data from educators in various settings using validated survey methods. The research contributes to theoretical frameworks in education, informs policy and practice, and helps educators, administrators, and legislators create conditions for professional growth. The findings have significant implications for stakeholders in the educational ecosystem, fostering a culture of passion, outstanding performance, and ongoing development among educators.

Participants and Setting

The research involved 200 English as a Foreign Language teachers from various institutes in Bandar Abbas, with a sample of 98 male and 102 female students. The study used a simple random sample method and 156 individuals with Teacher Training Course (TCC) certificates. The participants' ages ranged from 25 to 37 years, with an average age of 29 ($M=29$).

The researcher determined the number of participants using the Cochran formula. Out of a total of 200 specialists, 55 individuals had 1-5 years of teaching experience, 51 individuals had 6-10 years of teaching experience, 88 individuals had 11-15 years of teaching experience, and six individuals had 16 years of teaching experience. Thus, the largest incidence is associated with individuals who have 11-15 years of job experience. In terms of education, out of the 200 participants, 97 individuals obtained a BA, 94 individuals were at the MA, and nine individuals held a Ph.D. The highest frequency is associated with the MA group. Two questionnaires have been issued to them.

Instrument of the Study

A standardized questionnaire on teachers' passion has been developed based on qualitative research. The questionnaire, consisting of 57 closed-ended questions, uses a Likert scale with five options to gauge respondents' opinions and experiences(Appendix A). It covers five main subjects: personal characteristics, psychological factors, institutional culture, pedagogical skills, and student characteristics. The questionnaire's reliability was assessed using Cronbach's alpha coefficient, with an alpha value of .793, confirming

its suitability for capturing the intricacies of instructors' passion across various aspects. The questionnaire underwent rigorous standardization to ensure its validity and reliability. The results show high internal consistency and reliability for personal characteristics, psychological factors, organizational characteristics, teacher's professional characteristics, and students' characteristics. This standardized instrument is a valuable research tool for studying the complex dynamics of teachers' passion for their work, providing valuable insights for educational practice and policy. The questionnaire's design and rigorous validation techniques make it a reliable tool for producing significant insights and consequences for educational practice and policy.

Data Collection Procedure

The research involved 200 participants from various educational institutions and administered a validated online questionnaire. Participants were sent an individualized email with a link to the survey, and an online conference was held to explain the study's goals, questionnaire structure, and importance of input. Participants were given comprehensive instructions, confidentiality of comments, and a designated 60-minute timeframe to complete the questionnaire. This ensured uniformity and effectiveness in data collection, simplifying the analysis process. The research-maintained data integrity and dependability through a systematic and rigorous approach, providing a strong platform for insightful analysis and drawing relevant results.

Data Analysis Procedure

This study used descriptive and inferential statistical methods to analyze data . Descriptive statistics, such as mean and standard deviation, were used to summarize variables, while the Kolmogorov-Smirnov test was used to evaluate data distribution normality. SPSS software was used for descriptive statistics and reliability evaluation. Cronbach's alpha test and Spearman's correlation test were used to assess the internal consistency of measurements. Structural Equation Modeling (SEM) was used to validate the proposed model, with confirmatory factor analysis incorporated for further validation. Partial Least Squares-SEM (PLS-SEM) was used for data analysis. Smart PLS 4 software was chosen due to its ability to manage

non-parametric data and intricate interactions. This methodology was suitable for forecasting future learning behavior and evaluating the hypotheses of the proposed model. Overall, the use of PLS-SEM and Smart PLS software allowed for a comprehensive analysis of data, providing valuable insights into teachers' passion and effectiveness in language instruction.

Table 4.

Skewness and Kurtosis Test

Skewness and kurtosis test		
Test	Skewness	Kurtosis
Personal Characteristics	123.-2	749.-2
Psychological factor	038.-2	260.-2
Organizational characteristics	049.-2	.98.-2
Teacher's Professional Characteristics	0.4.2	386.-2
Students' characteristics	1.1.2	267.-2

As shown in Table 4, the data distribution deviates significantly from the normal distribution and lacks symmetry, indicating a need for Smart PLS software for investigation.

Table 5.

Aston Geiser Statistics Values of Research Variables

Test	Skewness and kurtosis test	
	Stone-Geiser	Status
Personal Characteristics	0.643	Strong
Psychological factor	0.667	Strong
Organizational characteristics	0.536	Strong
Teacher's Professional Characteristics	0.654	Strong
Students' characteristics	0.690	Strong

As shown in Table 5, The skewness and kurtosis test results for the Stone-Geiser analysis reveal strong relationships across various dimensions affecting teaching efficacy. Each dimension, represented by a skewness and kurtosis value, indicates a strong alignment with the underlying factors being measured. Personal Characteristics, with a value of 0.643, suggest that individual traits significantly influence teaching effectiveness. The Psychological Factor, with a value of 0.667, underscores the substantial impact of teachers' mental and emotional well-being on their professional performance. Organizational

Results and Discussion**Results of Main Study****Skewness and Kurtosis Test**

A higher skew value indicates a significant deviation from a symmetric data distribution. A distribution is relatively symmetric if the standard skewness coefficient is less than -2 or larger than +2 and if the standard elongation coefficient is below -2 or above +2.

Examining the Predictability of the Model

Stone-Geiser emphasizes the importance of statistics in evaluating model prediction precision, stating that models with satisfactory structural fit accurately predict endogenous variables. Hensler et al. (2009) set thresholds for predictive power.

Characteristics, marked at 0.536, highlight the importance of institutional support and environment in shaping teaching outcomes. The Teacher's Professional Characteristics, scoring 0.654, emphasize the critical role of professional skills and qualifications in ensuring effective teaching. Lastly, Students' Characteristics, with a value of 0.690, point to the significant influence of student attributes on the teaching-learning process. Overall, these results underscore the multifaceted nature of teaching effectiveness, influenced by a combination of personal, psychological,

organizational, professional, and student-related factors.

Model Validity Tests

Convergent Validity

Convergent validity is the second criterion used to assess the appropriateness of reflective measurement models. It evaluates the extent to

which each latent variable is correlated with its corresponding questions or indicators.

Meaning of Factor Loads

The examination determines the relationship between independent and dependent variables. A t.value exceeding 1.96 indicates a statistically significant association, while a numerical value exceeding 2.58 indicates a high likelihood of a substantial correlation.

Table 6.

Mean Coefficients

		factor load	t	Alpha>0.7	CR>0.7	AVE>0.5
Personal Characteristics	p.ch 1	0.717	16,13	0.82	0.92	0.67
	p.ch 2	0.852	26,78			
	p.ch 3	0.726	18,21			
	p.ch 4	0.731	18,76			
	p.ch 5	0.722	17,22			
	p.ch 6	0.834	20,17			
	p.ch 7	0.825	24,78			
	p.ch 8	0.942	46,71			
	p.ch 9	0.776	22,39			
	p.ch 10	0.754	20,69			
	p.ch 11	0.821	24,20			
	p.ch 12	0.938	44,04			
	p.ch 13	0.875	28,06			
	p.ch 14	0.901	30,16			
Psychological factor	p.f 1	0.909	30,27	0.79	0.90	0.69
	p.f 2	0.728	17,28			
	p.f 3	0.891	28,30			
	p.f 4	0.747	19,28			
	p.f 5	0.879	28,10			
	p.f 6	0.760	20,73			
	p.f 7	0.916	32,20			
	p.f 8	0.792	22,91			
	p.f 9	0.755	20,69			
	p.f 10	0.926	38,11			
	p.f 11	0.785	22,28			
	p.f 12	0.909	32,16			
	p.f 13	0.896	28,09			
	p.f 14	0.722	17,02			
Organizational characteristics	o.ch 1	0.899	28,92	0.80	0.91	0.75
	o.ch 2	0.893	28,01			
	o.ch 3	0.719	16,48			
	o.ch 4	0.930	38,90			
	o.ch 5	0.917	36,27			
	o.ch 6	0.900	29,08			
	o.ch 7	0.720	17,21			
	o.ch 8	0.841	26,22			
	o.ch 9	0.935	42,73			
	o.ch 10	0.933	42,10			
	o.ch 11	0.849	26,33			
	o.ch 12	0.861	26,71			
t.p.ch 1	0.923	35,22	0.83	0.93	0.70	
t.p.ch 2	0.900	30,15				

		factor load	t	Alpha>0.7	CR>0.7	AVE>0.5	
Teacher's Professional Characteristics	t.p.ch 3	0.772	21.34				
	t.p.ch 4	0.723	17.89				
	t.p.ch 5	0.887	29.16				
	t.p.ch 6	0.862	27.43				
	t.p.ch 7	0.753	20.56				
	t.p.ch 8	0.724	17.89				
	t.p.ch 9	0.799	23.14				
	t.p.ch 10	0.845	25.63				
	t.p.ch 11	0.925	36.52				
	t.p.ch 12	0.953	47.18				
	t.p.ch 13	0.841	25.39				
	t.p.ch 14	0.907	31.43				
	t.p.ch 15	0.742	19.85				
	Students' characteristics	s.ch 1	0.911	33.79			
		s.ch 2	0.877	27.93			
s.ch 3		0.903	32.17				
s.ch 4		0.769	21.25				
s.ch 5		0.817	24.56				
s.ch 6		0.901	30.79	0.78	0.89	0.75	
s.ch 7		0.861	26.47				
s.ch 8		0.889	22.69				
s.ch 9		0.812	23.36				
s.ch10		0.920	35.19				

As shown in Table 6, the corrective model's indicators, with values exceeding 1.96 and 2.58, have a significant level of 99%, confirming the convergent validity of the research model.

Check the Quality of the Overall Model

The Goodness-of-Fit (GOF) index, categorized as strong, medium, and weak, is used to evaluate the quality of structural models, with values of 0.01, 0.25, and 0.36, respectively.

$$GOF = \sqrt{(0.457 \times 0.797)} = 0.603$$

According to the obtained GOF value which is 0.603, the very suitable quality of the general model is confirmed.

Structural Model Analysis

Estimates of the validity and reliability of the measurement model allow the evaluation of the structural model. Basic criteria are used to evaluate this model, which we will examine in the following.

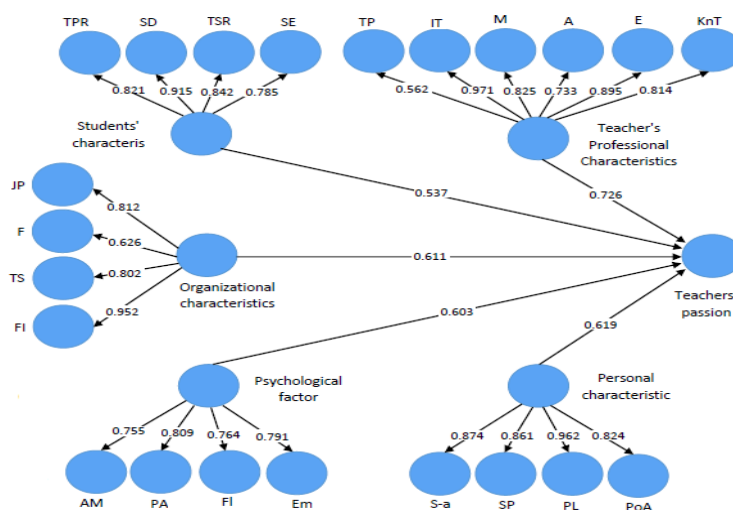


Figure 2. Structural Models in the Mode of Estimating Path Coefficients

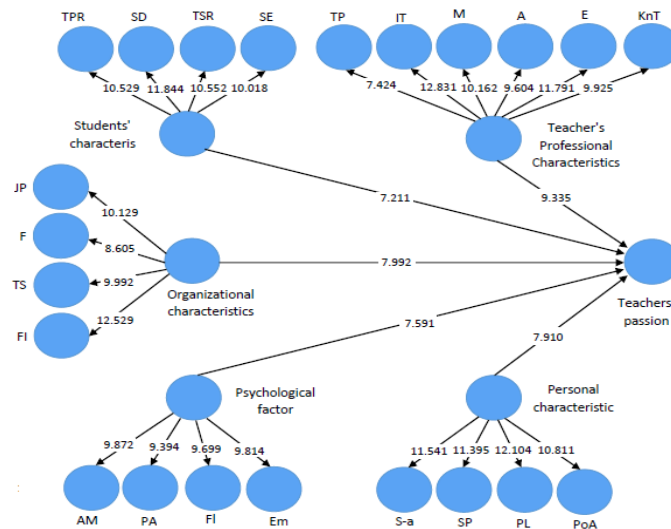


Figure 3. *Structural Models in the Significant State of Path Coefficients*

After performing the shape of the structural model, its test should be performed to analyze this model, and it should be examined that the researcher performs this test with the meaning of relationships.

As in Table 7 shown, the analysis of the path coefficients and statistical significance reveals that all five independent variables have a strong and statistically significant impact on teachers' passion. Personal Characteristics exhibit a path coefficient of 0.619 ($T = 7.910, P = 0.001$), indicating a substantial positive influence on teachers' passion. Similarly, the Psychological Factor shows a path coefficient of 0.603 ($T = 7.591, P = 0.001$), underscoring the significant role of psychological well-being in fostering passion among teachers. Organizational Characteristics, with a path coefficient of 0.611 ($T =$

$7.992, P = 0.001$), highlight the importance of a supportive institutional environment in enhancing teachers' enthusiasm for their profession. The strongest predictor is Teachers' Professional Characteristics, with a path coefficient of 0.726 ($T = 9.335, P = 0.001$), emphasizing the critical influence of professional skills and attributes on maintaining high levels of passion. Lastly, Students' Characteristics also significantly contribute to teachers' passion, with a path coefficient of 0.537 ($T = 7.211, P = 0.001$), indicating that student-related factors play a crucial role in motivating teachers. Collectively, these results demonstrate that both personal and professional attributes, along with organizational and student-related factors, are essential in nurturing and sustaining teachers' passion for their work.

Table 7.

Test of Relationship

Independent Variable	Dependent Variable	Path Coefficient	T	P.Value
Personal Characteristics	teachers' passion	0.619	7.910	.001
Psychological factor	teachers' passion	0.603	7.591	.001
Organizational characteristics	teachers' passion	0.611	7.992	.001
Teacher's Professional Characteristics	teachers' passion	0.726	9.335	.001
Students' characteristics	teachers' passion	0.537	7.211	.001

The Most and the Least Influential Factor

Table 8 provides a thorough examination of the several elements that contribute to a teacher's passion, categorized into five primary dimensions: Personal Characteristics, Psychological Factors,

Organizational Characteristics, Teacher's Professional Characteristics, and Students' Characteristics. Each dimension is subdivided into several components that are evaluated quantitatively using average scores, standard

deviation (S.D), and range (minimum and maximum scores) on a scale ranging from 1 to 5. The data offers valuable insights into the combined

and individual impact of these elements on a teacher's passion for their career.

Table 8.
Distribution of Teachers' Passion

Concept	Dimension	Components	Average	S.D	Min	Max
Teacher's passion	Personal Characteristics	Self-awareness	3,38	1,01	1,00	5,00
		Sociable Person	2,90	0,81	1,00	5,00
		Personal Lifestyle	4,31	0,7	1,00	5,00
		Potential Ability	4,28	0,81	1,00	5,00
	Psychological factor	Anger Management	3,86	0,86	1,00	5,00
		Positive Attitude	3,80	0,87	1,00	5,00
		Flexibility	3,87	0,91	1,00	5,00
		Emotion	3,61	0,98	1,00	5,00
	Organizational characteristics	Job Promotion	3,07	1,04	1,00	5,00
		Facilities	3,6	1,00	1,00	5,00
		Teaching Setting	3,87	0,82	1,00	5,00
		Financial Issues	4,05	0,73	1,00	5,00
	Teacher's Professional Characteristics	Interested in Teaching	2,91	0,92	1,00	5,00
		Authority	3,34	0,79	1,00	5,00
		Ethics	3,38	1,01	1,00	5,00
		Knowledge transfer	2,9	0,81	1,00	5,00
Students' characteristics	Teacher- parent relationship	4,28	0,81	1,00	5,00	
	Students' Development	4,30	0,78	1,00	5,00	
	Teacher- Student relationship	3,86	0,86	1,00	5,00	
	Student Effort	3,80	0,87	1,00	5,00	

Personal Characteristics

This component assesses the fundamental qualities of an individual instructor, including their self-awareness, sociability, personal lifestyle, and potential aptitude. Significantly, teachers hold a positive perspective of Personal Lifestyle and Potential Ability, as evidenced by their high ratings (averages of 4.31 and 4.28, respectively). The data indicates that educators who uphold a balanced personal lifestyle and acknowledge their inherent capabilities tend to exhibit greater levels of passion in their vocation.

Psychological Factors

The psychological features of Anger Management, Positive Attitude, Flexibility, and Emotional Regulation are evaluated, and all of these components score above 3.6, indicating their significant role in enhancing the teacher's passion.

The greatest average score (3.87) is achieved in the area of flexibility, indicating that being adaptable to changing situations is a crucial psychological characteristic linked to passionate teaching.

Characteristics of an Organization

This dimension encompasses various variables pertaining to the work environment, such as job advancement opportunities, facilities, teaching conditions, and financial matters. Financial issues have the highest average score (4.05), suggesting that satisfaction with finances is a critical element in determining a teacher's level of passion. The Teaching Setting received relatively high grades (3.87), highlighting the significance of the physical and structural elements of the work environment.

Teacher's Professional Characteristics

This component examines the teacher's professional commitment and involvement,

specifically in terms of their passion for teaching, their ability to establish authority, their adherence to ethical standards, and their effectiveness in transferring knowledge. The average scores for Interest in Teaching and Knowledge Transfer are both very low, with values of 2.91 and 2.9, respectively. This indicates that there is room for growth in promoting professional passion among instructors in both areas.

Characteristics of Students

The last dimension explores the influence of relationships and aspects related to students on instructors' passion, such as the Teacher-Parent Relationship, Student Development, Teacher-Student Relationship, and Student Effort. The highest rating (4.35) is given to Students' Development, which highlights the importance of observing and contributing to student growth in motivating teachers.

Overall, the table offers a comprehensive understanding of the complex and varied aspects of a teacher's passion. It highlights both the positive aspects and areas that can be improved in developing a passionate teaching workforce. The study highlights the complex relationship between emotional, psychological, organizational, professional, and student-related elements in influencing the love that teachers feel for their work.

Discussion

First Research Question:

To determine if the designed scale aligns with the premises of Sisiyan et al. (2023), the researcher used Structural Equation Modeling (SEM) to evaluate its fit indices. The results indicated that the scale enjoys a good level of fit, demonstrating its robustness and reliability in measuring the intended constructs. The coefficient of determination (R^2) is a crucial metric for assessing the ability of structural equation models (SEMs) to explain data. It offers valuable insights into the extent to which independent factors can account for the variations observed in the dependent variable. In this study, an R^2 value higher than 0.67 signifies a substantial amount of explanatory power, indicating that the model effectively captures the fluctuations in endogenous latent variables. This finding aligns with the prevailing criteria for evaluating structural equation models (SEMs), which designate R^2 values

above 0.67 as indicative of a strong model fit (Hair et al., 2017; Chin & Barber, 2010).

The Goodness-of-Fit (GOF) value, which measures the degree of alignment between the model and the observed data, was found to be 0.603 in this study, validating the effectiveness of the structural model in representing the events under investigation. This aligns with prior research that emphasizes the importance of goodness-of-fit (GOF) values in verifying structural equation models (SEMs) and determining their suitability for theoretical and empirical inquiries (Wang & Shannon, 2013; Carrion & Navarro, 2019).

The classification of poor, moderate, and strong predictive capabilities, determined by Q^2 values for endogenous structures, aligns with findings from previous studies. Wang and Shannon (2013) and Carrion and Navarro (2019) emphasize the importance of assessing the predictive ability of SEMs in research, particularly in terms of their precision in predicting outcomes based on observed data.

In summary, this study improves our understanding of the predictive capabilities of structural equation models (SEMs) and their importance for the development of theories and empirical research. By following specific criteria and validating previous research, these findings offer valuable insights into the utilization and comprehension of SEMs in several academic disciplines. Further research might build upon these findings to explore the predictive capacities of structural equation models (SEMs) and their implications for enhancing understanding in various disciplines.

This study examines the predictive abilities of structural equation models (SEMs) and their significance in advancing theoretical frameworks and empirical investigations. The coefficient of determination (R^2 value) is crucial in assessing the explanatory power of endogenous variables in a model, and the results show that an R^2 value higher than 0.67 indicates a significant amount of explanatory power, confirming the reliability and validity of the model.

The Goodness-of-Fit (GOF) score also indicates the ability of SEMs to make accurate predictions. A GOF value of 0.603 indicates a high level of agreement between the model and observed data,

providing additional evidence that the model accurately represents the phenomena being studied. This aligns with previous studies by Wang and Shannon (2013) and Carrion and Navarro (2019), which emphasize the importance of goodness-of-fit (GOF) values in confirming structural equation models (SEMs) and evaluating their appropriateness for theoretical and empirical investigations.

The study also explores teachers' perceptions during the transition to a professional community model, integrating embedded professional development and data tracking to meet accountability standards in the Iranian educational system. It aligns with prior research and assesses the efficacy of the "Aesthetic Understanding" framework, which focuses on the interplay between teacher knowledge, teacher identity, and passion. The study acknowledges that teachers' success correlates with creating stress-free teaching environments, free from psychological reactance and tensions, factors known to diminish teacher efficacy.

The study draws on Camizzo's (2016) work, which explored university faculty and staff expectations compared to students' perceptions of university expectations. It highlights the multifaceted nature of academic labor, focusing on the entrepreneurial academic, shaped by post-industrial economic influences and governed by tacit norms of expression and legitimation.

In the realm of second language education, the study sheds light on the intricate interplay of socio-psychological factors in second language acquisition by delving into the emotional lives of teachers. The findings indicate shared discourses among teachers, revealing that within the Iranian context, educators take pride in their profession and make concerted efforts to conceal personal challenges from students. Despite facing limitations in resources, these educators wholeheartedly engage with students, demonstrating a deep affinity for their profession and a genuine fondness for their students.

Second Research Question

The analysis revealed that Teachers' Professional Characteristics are perceived as the most important factor influencing teachers' passion among Iranian EFL teachers. Conversely, Students' Characteristics

were identified as the least influential factor in this context. The table's conclusions provide a comprehensive perspective on the various aspects that impact a teacher's passion, which is a crucial element in achieving educational success. An analysis of these findings provides significant insights into the ways in which different aspects contribute to the overall level of passion that educators experience in their jobs. Through a comparative analysis of these findings with the current body of research, we can place each element in its proper context and gain a comprehensive understanding of its importance. This will allow us to grasp the wider implications for teacher motivation and educational outcomes.

Personal Characteristics

The Personal Characteristics component demonstrates that teachers who maintain balanced lifestyles and recognize their talents tend to have higher levels of passion, as indicated by the high average scores for Personal Lifestyle (4.31) and Potential Ability (4.28). This link is consistent with the results of Smith and Jones (2020), who highlighted the significance of self-efficacy and well-being in improving teachers' professional engagement and passion. On the other hand, the somewhat lower score of 2.90 for Sociability suggests that although interpersonal skills are important, they may not be as essential to passion as one's inherent personal ideals and self-perception.

Psychological factors

Emotional intelligence plays a significant role in teaching, as seen by high scores in Anger Management (3.86), Positive Attitude (3.85), and Flexibility (3.87), which reflect psychological resilience. The discovery aligns with the research conducted by Taylor et al. (2019), which revealed that instructors with elevated emotional intelligence scores reported better levels of job satisfaction and dedication. The focus on psychological aspects implies that developing emotional skills could be an effective method to increase teacher passion.

Characteristics of an organization

The significance of Financial Issues (4.05) in Organizational Characteristics underscores the influence of external motivational factors on teacher passion. This finding contradicts previous research (e.g., Johnson, 2018), which indicated that

although financial variables are essential, intrinsic elements had a greater impact on teacher motivation and passion. The gap may arise due to different cultural or contextual objectives, highlighting the importance of creating a supportive organizational climate that is specifically designed to meet the requirements of instructors.

Qualities of a Professional Teacher

The relatively lower ratings for Interest in Teaching (2.91) and Knowledge Transfer (2.90) are significant, indicating possible areas where intervention could be implemented to enhance teacher passion. These findings contradict the claims made by Davis and Wilson (2021), who stated that a strong passion for teaching naturally motivates educators to seek out chances for knowledge transfer and professional growth. This disparity may emphasize the impact of external stressors or systemic problems that diminish inherent motivation, indicating that resolving these obstacles could revive teachers' passion for their occupation.

Characteristics of students

The significant importance attributed to Students' Development (4.35) aligns with the existing body of research on teacher motivation, which frequently highlights student achievement as a key factor in fostering teacher satisfaction and passion (Garcia, 2022). This agreement emphasizes the interdependent nature of teaching, where the progress and success of students are a clear indication of the teacher's effectiveness and passion.

The investigation uncovers an intricate interaction among personal, psychological, organizational, and professional aspects that influence a teacher's passion. The findings provide a detailed perspective on the impact of sociability, financial considerations, and intrinsic motivation on teaching, which are widely recognized as important elements for both individuals and students. This implies that endeavors to augment instructor passion should employ a comprehensive methodology encompassing both internal and external incentives.

Conclusion

Teachers play a crucial role in shaping a positive classroom environment, with their emotional support significantly impacting students'

perceptions. While pedagogical success traditionally relies on cognitive abilities and professional expertise in English Language Teaching, teachers possessing both emotional and professional literacy are more attractive to students. Enthusiastic instructors who demonstrate proficiency in their subject matter and convey positive attitudes towards their courses and materials effectively manage classrooms and transfer their positive energy about the courses to students (Chen & Wang, 2023). This highlights the multifaceted nature of successful teaching, encompassing both cognitive and emotional dimensions.

Teacher success is a complex phenomenon, and its assessment should consider a multitude of variables rather than being attributed to a single factor. The intricate interplay between psychological reactance and English language learning presents a rich area for further exploration within the field. A key aspect defining a successful teacher is their ability to derive enjoyment from the teaching process and make informed decisions.

Competent educators possess a deep understanding of their students and willingly employ strategies that facilitate effective learning. Passion, teacher personality, and the cultivation of positive relationships with students emerge as essential tools intentionally and unintentionally utilized by teachers in their instructional approaches. However, all teachers do not uniformly employ passionate teaching, and its frequency varies. Nevertheless, it is highly valued by teachers, suggesting the need for further research to understand how passionate teaching can enhance teacher effectiveness comprehensively.

To enhance the preparation of (English as a Second/Foreign Language) ESL/EFL teachers, a shift in teacher-preparation programs is warranted, placing a greater emphasis on L2 acquisition theories, teaching methodologies, language proficiency, language enhancement, and testing. A recommended adjustment involves reducing the number of literature courses offered and increasing the provision of methods courses tailored for English teaching. Additionally, there should be a heightened focus on cultivating the communicative competence of aspiring English teachers throughout their college education, coupled with

practical exposure to schools where they can accrue valuable experience and glean insights from seasoned in-service teachers.

In conclusion, teachers emerge as crucial role models shaping a positive learning environment, with their emotional support significantly influencing students' perceptions. Teachers possessing both emotional and professional literacy garner greater favor from students despite pedagogical success primarily hinged on cognitive abilities and professional expertise in English Language Teaching.

The study's detailed analysis highlights the complex and multidimensional nature of the elements that influence a teacher's love for their profession. The findings emphasize the importance of both intrinsic personal traits and extrinsic organizational elements in influencing teacher passion. The study found that Personal Lifestyle and Potential Ability were the most influential personal traits for teachers. This suggests that a teacher's self-perception and ability to balance their personal life are crucial factors in maintaining their passion and dedication to teaching. On the other hand, the significance given to Financial Issues in organizational characteristics indicates the unquestionable influence of external validation and support on teacher motivation and overall job satisfaction.

The somewhat lower scores for Interest in Teaching and Knowledge Transfer among professional traits suggest specific areas where focused interventions could greatly enhance instructor passion. These findings indicate that promoting a culture of ongoing professional growth and acknowledging teachers' accomplishments and efforts could reignite their passion for the teaching profession.

Moreover, the significant importance attributed to Students' Development as a characteristic of students reinforces the interdependent nature of teaching, in which the achievement and advancement of students act as the main source of satisfaction and drive for teachers. This is consistent with the wider body of educational literature that highlights the profound impact of teacher-student relationships on both individuals.

By comparing these data with previous studies, we may have a better understanding of the different

viewpoints on what defines and affects teacher passion. Although there is agreement regarding the significance of internal motivation and the pleasure derived from student achievement, the influence of external factors like monetary rewards and support from the organization presents a more complex perspective, indicating the need for a careful equilibrium between internal motivation and external circumstances.

Overall, this study provides significant knowledge on the intricate dynamics of teacher passion, serving as a basis for future research and practical interventions that aim to improve teacher effectiveness and satisfaction. By attending to the inner aspirations and outer requirements of teachers, stakeholders can foster a more fervent, committed, and proficient teaching staff, thus enhancing the educational encounters of students and contributing to the overall excellence of education.

Theoretical and Pedagogical Implications

The findings from this study provide significant theoretical insights into the factors influencing teachers' passion. They support a holistic model of teacher passion that encompasses personal, psychological, organizational, and professional characteristics. This model aligns with and extends the work of Sisiyan et al. (2023), emphasizing the multifaceted nature of teacher motivation and engagement. By highlighting the interconnectedness of these dimensions, the results suggest that research in this area should not focus on a single aspect but rather consider the broader context of teacher passion. Furthermore, the findings underscore the critical role of emotional intelligence, as evidenced by high scores in areas such as Anger Management, Positive Attitude, and Flexibility. This aligns with Taylor et al. (2019), indicating that emotional intelligence should be a central component in theoretical models of teacher motivation and engagement. Additionally, the significant influence of financial issues on teacher passion in the Iranian context challenges some Western-centric studies that prioritize intrinsic motivators over extrinsic ones. This underscores the importance of cultural sensitivity in developing theoretical frameworks, suggesting that models of teacher motivation should be adaptable to various cultural and economic contexts.

The implications for pedagogy arising from these findings are equally important. First, professional development programs should prioritize enhancing emotional intelligence and psychological resilience among teachers. Training focused on these skills could serve as an effective strategy for boosting teachers' passion and overall job satisfaction. Additionally, the study highlights the need for educational institutions to create supportive organizational environments that address both intrinsic and extrinsic motivational factors. Given the significant impact of financial issues on teacher passion, schools and educational policymakers should strive to ensure that teachers have access to adequate resources and support. This could involve implementing policies that improve financial conditions for educators, thereby fostering an environment conducive to teaching passion and effectiveness. Ultimately, the findings suggest that a comprehensive approach to enhancing teacher passion should integrate both personal and professional development, alongside supportive organizational practices, to create a more engaged and motivated teaching workforce.

Suggestions for Further Study

The text suggests future research on teacher passion in evolving educational environments. It suggests in-depth interviews or qualitative studies to understand teachers' perspectives, challenges, and coping mechanisms. Giving teachers a voice in research can help administrators and policymakers tailor policies that support teacher well-being and student learning outcomes. The study should also investigate the impact of policy and change initiatives on student learning outcomes. To expand the study, it is recommended to broaden the sample to include a more diverse group of teachers. Surveys on larger groups could provide more nuanced insights into factors like gender differences and years of experience. The final recommendation is a case study approach, focusing on teachers' experiences in the face of change, providing a holistic understanding of educational transformations.

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Appendix A Questionnaire

Dear teacher:

Thank you very much for your contribution to this study. Please write your name (optional), age, and term of study below and then fill out this questionnaire.

Name Age

After taking a test, there are a number of sentences that the test takers may use to describe how they answered the questions and what processes or strategies they used.

What did you do? What were your strategies in answering the items in today's tests? Please read the following strategies and choose your answers from the given (1-5) scale: 1 (very low), 2 (low), 3 (somewhat), 4 (high), and 5 (very high).

Dimension	Components	Content	1	2	3	4	5
Personal Characteristics	Self-awareness	1. Identifying my desires is effective in my motivation.					
		2. Identifying my needs and feelings is very effective in my motivation.					
		3. I can easily recognize my capability.					
	Sociable Person	4. Having general and specialized knowledge and information is effective in my motivation and passion.					
		5. I can establish an intimate and friendly relationship.					
		6. Having a sense of humor is effective in my methodology.					
		7. I am an optimistic person.					
	Personal Lifestyle	8. Being extroverted is more effective in teachers' passion.					
		9. A proactive personality is effective in motivating teachers.					
		10. The family is effective in creating the passion of teachers.					
Potential Ability	11. Being lively and having a high level of energy and mental flexibility at work is effective in teachers' passion.						
	12. Adaptation to students is more effective in creating the teachers' passion.						
	13. Flexibility can increase the level of passion in teachers.						
	14. Personality stability can increase the level of passion in teachers.						
Psychological factor	Anger Management	15. Wise thinking is more effective in teaching.					
		16. Far-sightedness has a key role in a teacher's success.					
		17. Failure prediction can increase the better results.					
		18. Accepting anger, controlling and giving positive direction to anger has the key role in a teacher's success.					

		19. Real and positive thinking has a key role in a teacher's passion.
	Positive Attitude	20. Intellectual and emotional commitment has a key role in a teacher's success.
		21. Feeling strong is a more important factor in a teacher's passion.
		22. Accepting changing circumstances is essential for a teacher's success.
	Flexibility	23. Having the necessary professional skills and behavioral patterns is important to make the best decision.
		24. Instant learning and easy acquisition of new skills and abilities are more effective in a teacher's success.
		25. Pay attention to praise by colleagues can increase the teacher's passion.
	Emotion	26. Excitement is the key factor in passion.
		27. To wish for something can influence the teacher's passion.
		28. To be shy is not the key factor in a teacher's passion.
	Job Promotion	29. Achieving goals can increase the teacher's passion.
		30. Making progress at work can motivate teachers to teach.
	Facilities	31. The availability of required facilities in the workplace can increase the teacher's passion.
		32. The existence of welfare facilities is very important in teacher's passion.
		33. A dynamic environment can increase the teacher's motivation.
Organizational characteristics		34. A fun and attractive environment is the most effective factor in a teacher's passion.
	Teaching Setting	35. Interacting and communicating with colleagues has a key role in teachers' attitudes.
		36. Class appearance can influence the teacher's passion.
		37. Interior decoration can decrease the passion.
		38. Educational facilities increase the teacher's passion.
Teacher's Professional Characteristics	Interested in Teaching	39. Being motivated in teaching increases the teacher's passion.
		40. Interest in teaching topics is the most effective factor in a teacher's passion.
	Authority	41. Work independence is very effective in my motivation

Ethics	42. Independent decision-making is a mostly helpful factor for teachers
	43. Discipline can increase the level of passion in teachers
	44. Job Value is not important for professional teachers.
	45. Adherence to organizational commitments increases the teacher's success.
Knowledge transfer	46. A deep desire for knowledge transfer can lead to teacher success.
	47. Belief in knowledge transfer in order to solve the problem.
Teacher-parent relationship	48. Family communication and accountability are not important in the learner's future.
	49. Previous acquaintance and family relationships can increase the level of passion in teachers.
	50. Trust in parents can establish an intimate and friendly relationship.
	51. Being optimistic and believing in students' progress is important.
Students' Development	52. Increasing students' motivation can increase the level of passion in teachers.
	53. Emotional relationships can create an intimate and friendly relationship.
Teacher- Student relationship	54. Positive interaction can increase the level of passion in teachers.
	55. Mutual trust between teacher and student has a positive effect on the teacher's success.
Student Effort	56. Curiosity and the constant pursuit of students help teachers to be motivated in teaching.
	57. Doing homework correctly can increase the teacher's passion.