

Passion for Teaching and Teachers' Teaching Effectiveness in Secondary Schools in Delta State

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Abstract:

This study aimed to examine the association between passion for teaching and teaching effectiveness among secondary school teachers in Delta State. A correlational research design was employed, and three hypotheses were tested. The study initially recruited 370 teachers, evenly distributed between genders, but ultimately 333 participants completed the study. Data collection involved the use of a validated questionnaire, with reliability indices of 0.91 for the Passion for Teaching Rating Scale and 0.85 for the Teaching Effectiveness Rating Scale. The data were analyzed using Pearson's product moment correlation coefficient and regression statistics, with a significance level set at 0.05. The findings of the study revealed a significant relationship between passion for teaching and teaching effectiveness among secondary school teachers. However, no moderating effects of gender or teaching experience on this relationship were observed. Based on these results, it is recommended that teacher education programs and professional development initiatives place importance on fostering and developing passion for teaching. By emphasizing the cultivation of passion for teaching, these programs can contribute to enhancing teaching effectiveness and ultimately improving the educational experiences and outcomes of students.

Keywords: Passion for Teaching; Teaching Effectiveness; Secondary School Teachers; Teacher Education.

Introduction:

In schools, teachers hold the position of authority to direct programmes pertaining to co-curricular activities and teaching. The quality of a school to a great extent is determined by the quality of the teaching staff of that school. Santiago and Benavides (2019) argue that teachers are the most crucial resource in schools and play a vital role in raising education standards. Their study emphasizes the significance of teachers in the educational system and highlights the influence they have on student outcomes and overall school performance. According to Santiago and Benavides, teachers are central to improving

education standards because they are directly involved in delivering instruction, guiding students' learning, and shaping their academic and personal development.

According to Lucas et al. (2012), teachers play a vital role in fostering student creativity and serve as important figures in their development, serving as both role models and mentors. They are the primary and indispensable contributors to the educational system, exerting a significant influence on the quality of educational outcomes (Francis & Oluwatoyin, 2019). Hence, the need for teachers to model appropriate behaviour for their students and

be effective in teaching is very fundamental because what students learn would depend on teachers' effectiveness.

The effectiveness of teachers refers to their competency, personal characteristics, and demonstrated behaviors that contribute to students' attainment of desired learning outcomes (Khan, 2015). It can be defined as their ability to facilitate student learning and academic achievement through their instructional practices, classroom management skills, and overall impact on student outcomes. When students' performance increases after a period of instruction in a way that aligns with the learning objectives, the teaching is successful. The effectiveness of a teacher extends beyond the mere transmission of knowledge and involves purposeful engagement by an individual with specialized expertise, employing skilful methods to enhance the cognitive, affective, and psychomotor development of individuals or groups. The effectiveness of a teacher refers to the extent to which they support the achievement of educational objectives (Amalu *et al.*, 2012). Effective teaching in secondary schools involves creating engaging and supportive learning environments, delivering quality instruction, and meeting the diverse needs of students.

The effectiveness of teaching in secondary schools can be measured by various indicators, including student achievement, student engagement, classroom climate, and the ability to meet the needs of diverse learners. Teachers who are considered effective in secondary schools often possess strong subject knowledge, employ effective instructional strategies, utilize appropriate assessments, provide timely feedback to students, and create a positive and inclusive learning environment. Teachers' job effectiveness is a critical factor in determining the quality of education and the academic outcomes of students. Numerous factors contribute to their effectiveness, including their qualifications, experience, instructional strategies, classroom management skills, professional development, school environment, parental involvement, and societal factors. These factors have been explored by various studies (Rivkin, *et al.*, 2005; Hattie,

2009; Marzano & Marzano, 2003; Yoon *et al.*, 2007; Leithwood, *et al.*, 2004; Darling-Hammond, 2017). The researchers however, believed that passion can also be a significant factor that can determine the teaching effectiveness of secondary school teachers.

In many professions, including teaching, a person's efficacy and success are largely determined by their level of passion. It is often defined as an ardent emotional attachment, zeal, or commitment to a certain activity or goal. According to Vallerand *et al.* (2003), passion is a strong propensity or desire coupled with excitement, enthusiasm, and profound personal fulfilment towards a certain activity or area. It entails having a strong desire to participate in that activity, as well as motivation and pleasure. Passion is defined by a strong sense of purpose, internal drive, and a dedication to excellence and personal development. When a teacher expresses profound excitement, devotion, and love for the teaching profession and the process of educating children, they are said to have a passion for teaching. It includes a sincere desire to improve students' lives, support their studies, and encourage their general growth. What it means to be passionate about teaching is a strong, inherent desire to consistently enhance teaching methods, look for opportunities for professional growth, and provide students with meaningful learning experiences. It strengthens a teacher's devotion to the development and success of their pupils, which is often seen in their zeal, zealousness, and readiness to go above and beyond. Teachers' efficacy as educators may be influenced by their passion for what they do in a variety of ways. For example, it is strongly associated with motivation, and instructors who are driven are more likely to be successful in the classroom. Teacher passion is positively correlated with intrinsic motivation and work happiness, according to research by Xie and Derakhshan (2020), which increases student engagement and dedication to teaching. This research may add to our knowledge of the motivating elements that can be addressed to improve teacher performance in Nigeria by examining the impact of passion on teaching

effectiveness. It is well recognised that enthusiastic educators motivate and enthuse their pupils, creating a supportive learning atmosphere. According to Vallerand et al. (2017), passionate teachers exhibit greater levels of zeal, vigour, and commitment, which boosts student engagement and improves learning outcomes. Strategies to increase student engagement and enhance educational achievements may be informed by an understanding of how passion affects teaching efficacy in a Nigerian setting.

It may be difficult to teach, and maintaining a teacher's dedication and avoiding burnout depends much on their enthusiasm. Maslach and Leiter (2016) highlighted the value of a strong work ethic in minimising emotional burnout and improving teacher retention. Examining how passion affects teaching efficacy might help improve teacher retention in Nigeria, promote teacher well-being, and lower burnout rates. Initiatives for professional development and teacher training in Nigeria may benefit from an understanding of the impact of passion on teaching effectiveness. Research by Day and Gu (2010) emphasized the importance of developing and nurturing teachers' passion for teaching through targeted training interventions. Findings from this study can guide the design and implementation of professional development programs to cultivate passion and enhance teaching effectiveness in the Nigerian education system.

In the context of Nigeria, where quality education is crucial for national development, understanding the influence of passion on teaching effectiveness becomes paramount. This study aims to explore the relationship between passion and teaching effectiveness among teachers in Delta State, Nigeria. By examining this relationship, the study seeks to provide insights and recommendations to enhance the quality of education in the country. The study holds significant implications for educational policy, teacher training, and classroom practices. By examining the relationship between passion and teaching effectiveness, the study can contribute to enhancing teacher motivation, promoting student engagement and learning outcomes, addressing burnout, and informing

professional development initiatives. Ultimately, the findings will provide valuable insights to improve the quality of education and support the development of a highly effective teaching workforce in Nigeria.

Hypotheses

The study tested the following null hypotheses:

1. There is no significant relationship between passion for teaching and teaching effectiveness of secondary school teachers
2. There is no significant moderating impact of gender on the relationship between passion for teaching and teaching effectiveness of secondary school teachers
3. There is no significant moderating impact of teaching experience on the relationship between passion for teaching and teaching effectiveness of secondary school teachers

Research Methods:

Design of the Study:

The research study utilized a correlational research design to examine the relationship between passion for teaching and the teaching effectiveness of secondary school teachers.

Participant Selection:

The study involved a sample of 370 teachers selected from secondary schools in Delta State. The sample consisted of 185 male teachers and 185 female teachers, chosen through a combination of proportionate stratified sampling and convenience sampling methods. Proportionate stratified sampling was employed to select teachers from each of the selected schools in the 25 local government areas of the state, considering the population size of each school. Additionally, convenience sampling was used to recruit teachers who were available and willing to participate in the study, provided they met the criteria of being a teacher from one of the selected schools.

Measures

A questionnaire was used as the research instrument in the data collection process. The questionnaire consisted of two measures: the

Passion for Teaching Rating Scale and the Teaching Effectiveness Rating Scale. The Passion for Teaching Rating Scale was adapted from the Passion for Teaching Scale developed by Ocampo and Magno (2019). This scale assesses teachers' passion for teaching and comprises two subscales: the harmonious passion sub-scale and the obsessive passion sub-scale. The scale consists of 120 items, rated on a 4-point scale ranging from 1 (strongly disagree) to 4 (strongly agree).

The Teaching Effectiveness Rating Scale, on the other hand, was adapted from the Teacher Job Performance Scale developed by Limon and Sezgin-Nartgün (2020). This scale measures teachers' teaching effectiveness. It consists of 37 items, rated on a 4-point scale ranging from 1 (strongly disagree) to 4 (strongly agree).

To ensure the reliability of the two rating scales for the purposes of this study, 50 copies were administered to secondary school teachers who were not part of the actual research. The data collected from this pilot test were then analysed using the Cronbach alpha reliability coefficient. The findings showed high reliability, with a coefficient of 0.91 for the Passion for Teaching Rating Scale and 0.85 for the Teaching Effectiveness Rating Scale. These coefficients surpass the recommended benchmark of 0.70, demonstrating that both rating scales are highly reliable and suitable for use in the study's target population.

Data Collection

The researcher enlisted the help of five research assistants who were trained to accompany him in administering the questionnaire to the teachers at their respective schools. The teachers were instructed to indicate their level of agreement on the different items using the provided 4-point scale.

The research assistants also took the time to explain important aspects of the questionnaire to ensure the teachers' comprehension. To prevent any data loss, the completed questionnaires were collected immediately after completion. The entire process, including recruiting and training the research assistants and administering the questionnaire, spanned a duration of six weeks.

Ethical Considerations

To ensure ethical compliance, the researcher sought and obtained permission from the principals of the different schools. Accompanied by the research assistants, the researcher personally met with the principals to explain the purpose of the study and seek their approval. The teachers were then informed about the study, emphasizing that their participation was entirely voluntary and they had the right to decline or withdraw from the exercise if they felt uncomfortable. Some teachers chose not to participate, while others agreed to take part. For those who agreed, informed consent was obtained prior to their involvement in the study. It is important to note that there were no consequences or negative repercussions for those who declined to participate in the exercise.

Data Analysis

The data analysis involved the utilization of Pearson's product moment correlation coefficient for hypothesis 1 and regression statistics for hypothesis 2 and 3. The hypotheses were tested at a significance level of 0.05. The Statistical Package for Social Sciences (SPSS) version 26 was employed for the data analysis process.

Results

Hypothesis 1: There is no significant relationship between passion for teaching and teaching effectiveness of secondary school teachers

Table 1: Pearson’s correlation analysis of the relationship between passion for teaching and teaching effectiveness of secondary school teachers

Variable	<i>n</i>	Mean	<i>SD</i>	<i>r</i>	<i>r</i> ²	<i>r</i> ² %	<i>p</i>	Remark
Passion for Teaching	333	36.67	6.80	0.474	0.225	22.5	0.000	Significant
Teaching Effectiveness		78.73	11.66					

The relationship between passion for teaching and teaching effectiveness of secondary school teachers was analyzed using a Pearson's correlation coefficient, as displayed in Table 1. The results indicate a correlation coefficient of $r = 0.474$, suggesting a moderate positive relationship. The coefficient of determination (r^2) indicates that passion for teaching accounts for 22.5% of the variability in teaching effectiveness. The significance level ($p < 0.05$) indicates that this

relationship is statistically significant. As a result, the null hypothesis is rejected, indicating that a significant relationship exists between passion for teaching and teaching effectiveness of secondary school teachers.

Hypothesis 2: There is no significant moderating impact of gender on the relationship between passion for teaching and teaching effectiveness of secondary school teachers

Table 2: Regression analysis of the moderating impact of gender on the relationship between passion for teaching and teaching effectiveness of secondary school teachers

Model	B	Std Error	Beta	t	Sig.
Constant	109.121	3.406		32.036	.000
Passion for Teaching	.808	.084	.472	9.654	.000
Gender	.482	1.148	.020	.420	.675

The results of the analysis examining the moderating impact of gender on the relationship between passion for teaching and teaching effectiveness of secondary school teachers are presented in Table 2. The beta weights of 0.472 ($t = 9.654$) for passion for teaching and 0.020 ($t = 0.420$) for gender represent the level of correlation between each variable (passion for teaching and gender) with teaching effectiveness.

The findings indicate that passion for teaching has a significant impact on teaching effectiveness at a significance level of 0.05. However, the analysis

reveals that gender does not have a significant moderating effect on this relationship. Therefore, the null hypothesis is accepted, suggesting that there is no significant moderating impact of gender on the relationship between passion for teaching and teaching effectiveness of secondary school teachers.

Hypothesis 3: There is no significant moderating impact of teaching experience on the relationship between passion for teaching and teaching effectiveness of secondary school teachers

Table 3: Regression Analysis of the Moderating Impact of Teaching Experience On Passion for Teaching and Teaching Effectiveness

Model	B	Std Error	Beta	t	Sig.
Constant	110.191	3.239		34.016	.000
Passion for Teaching	.807	.083	.471	9.750	.000
Teaching Experience	.660	.392	.081	1.684	.093

The results of the analysis examining the moderating impact of teaching experience on the relationship between passion for teaching and the teaching effectiveness of secondary school

teachers are presented in Table 3. The beta weights of 0.471 ($t = 9.750$) for passion for teaching and 0.081 ($t = 1.684$) for teaching experience represent the level of correlation between each variable

(passion for teaching and teaching experience) and teaching effectiveness.

At a significance level of 0.05, the findings indicate that passion for teaching has a significant impact on teaching effectiveness. However, the analysis reveals that teaching experience does not have a significant moderating effect on this relationship. Therefore, the null hypothesis is accepted, suggesting that there is no significant moderating impact of teaching experience on the relationship between passion for teaching and the teaching effectiveness of secondary school teachers.

Discussion:

The first finding revealed that there is a significant relationship between passion for teaching and secondary school teachers' teaching effectiveness. Numerous research have looked at this link and offered evidence to back up the conclusion that increasing teaching effectiveness requires a strong enthusiasm for what you do. In one research, O'Connor and associates (2016) looked at the connection between student results and teachers' enthusiasm in a sample of secondary schools. The results showed a strong and positive relationship between student involvement, academic success, and general learning experience satisfaction and the enthusiasm of the instructor. This shows that educators who are enthusiastic about what they do have a higher chance of fostering learning and success in their students by providing a supportive and engaging learning environment in the classroom. Overall, these results demonstrate how crucial a teacher's enthusiasm for their subject matter is to their efficacy as a secondary school teacher. Teachers who are really enthusiastic about what they do have a higher tendency to exhibit excitement, devotion, and commitment, all of which have a favourable effect on the motivation, engagement, and success of their students. An atmosphere that is supportive and stimulating that encourages student development is often created by enthusiastic instructors. However, it is essential to note that while these studies indicate a significant relationship between passion for teaching and teaching effectiveness, it is not a one-size-fits-all factor. Other variables, such as pedagogical

knowledge, instructional strategies, and classroom management skills, also contribute to teaching effectiveness. Therefore, while passion for teaching is a critical factor, it should be considered in conjunction with other aspects of effective teaching practices to maximise student outcomes.

The second finding showed that no significant moderating impact of gender exists on the relationship between passion for teaching and the teaching effectiveness of secondary school teachers. One possible explanation for the lack of significant gender moderation could be the changing landscape of the teaching profession. Over the years, there has been an increase in the representation of both male and female teachers in secondary schools, challenging traditional gender stereotypes. As a result, the gender differences in teaching effectiveness may have diminished, leading to non-significant moderating effects. For example, a study conducted by McIntyre *et al.*, (2017) examined the influence of gender on the relationship between teacher enthusiasm (a component of passion for teaching) and student outcomes.

The findings revealed that while male teachers were generally perceived as more enthusiastic, this difference did not translate into differential effects on student outcomes. In other words, the impact of enthusiasm on teaching effectiveness was not moderated by gender. Similarly, a study by Kyriacou *et al.*, (2018) investigated the role of gender in the relationship between teacher self-efficacy (a component related to passion for teaching) and teacher effectiveness. The results indicated that while male and female teachers demonstrated differences in self-efficacy beliefs, these differences did not significantly influence teaching effectiveness. This suggests that gender does not serve as a significant moderator in the relationship between self-efficacy and teaching effectiveness. It is important to note that while these studies did not find a significant moderating impact of gender, other factors such as pedagogical knowledge and instructional practices may still play a role in explaining variations in teaching effectiveness. Additionally, contextual factors such

as school culture, student demographics, and societal expectations may influence the relationship between passion for teaching and teaching effectiveness, regardless of gender.

Further research is needed to explore potential underlying mechanisms and contextual factors that may influence the moderating impact of gender on the relationship between passion for teaching and teaching effectiveness. Longitudinal studies that track changes in teaching effectiveness over time, taking into account gender and other relevant variables, could provide a more comprehensive understanding of these dynamics.

The third finding revealed that teaching experience has no significant moderating effect on the relationship between passion for teaching and secondary school teachers' teaching effectiveness. A plausible rationale for the absence of noteworthy moderating impacts of teaching experience might be the nonlinear nature of the association between teaching effectiveness and experience. Perhaps there comes a point at which more years of expertise become insignificant in terms of improving teaching effectiveness due to the saturation effect of teaching experience. Experience would thus have non-significant moderating effects on the link between passion and teaching effectiveness. In Kyriacou et al., (2019) research, for example, the impact of teaching experience on the link between instructor enthusiasm—a component of teaching passion—and student results was investigated. While more experienced instructors usually showed greater levels of excitement, the results showed that experience did not statistically significantly moderate the association between enthusiasm and student outcomes. This finding implies that teaching experience may not have a substantial impact on the relationship between excitement and teaching effectiveness.

Similarly, a study conducted by Wubbels and Brekelmans (2017) explored the role of teaching experience in the relationship between teacher self-efficacy (a component related to passion for teaching) and teaching effectiveness. The results revealed that while self-efficacy was positively

related to teaching effectiveness, teaching experience did not significantly moderate this relationship. This implies that the impact of self-efficacy on teaching effectiveness may not vary significantly based on teaching experience.

It is important to note that while these studies did not find a significant moderating impact of teaching experience, other factors such as pedagogical knowledge, instructional practices, and ongoing professional development may still play a role in explaining variations in teaching effectiveness. Additionally, contextual factors such as school climate, student demographics, and educational policies may influence the relationship between passion for teaching, teaching effectiveness, and teaching experience.

Further research is needed to explore potential underlying mechanisms and contextual factors that may influence the moderating impact of teaching experience on the relationship between passion for teaching and teaching effectiveness. Longitudinal studies that track changes in teaching effectiveness over time, considering teaching experience and other relevant variables, could provide a more comprehensive understanding of these dynamics.

Conclusion and Recommendations:

In conclusion, the findings of the present study provide valuable insights into the relationship between passion for teaching and teaching effectiveness among secondary school teachers. The results indicate a significant positive association between passion for teaching and teaching effectiveness, aligning with previous research that highlights the importance of teacher passion in creating a conducive learning environment and promoting student engagement and achievement. Passionate teachers are more likely to inspire and motivate their students, leading to improved learning outcomes. Furthermore, the study found no significant moderating effect of gender on the relationship between passion for teaching and teaching effectiveness. This suggests that both male and female teachers can equally display high levels of passion for teaching and contribute to teaching

effectiveness. The changing landscape of the teaching profession, as well as the increasing representation of both genders in schools, may have contributed to the diminishing gender differences in teaching effectiveness.

Additionally, the study did not find a significant moderating impact of teaching experience on the relationship between passion for teaching and teaching effectiveness. This suggests that the relationship between teaching experience and effectiveness may approach a saturation threshold, beyond which more years of expertise may not have a discernible impact. There's a chance that other elements—like instructional strategies, pedagogical expertise, and continuous professional development—are more important in understanding the differences in student success. These results prompt a number of suggestions. First and foremost, it is critical that professional development efforts and teacher education programs place a strong emphasis on cultivating a teaching passion. It is important to include techniques that foster and maintain teacher passion. Some examples of these techniques include reflective practices, mentorship programmes, and chances for autonomy and self-expression.

Second, schools and educational institutions should create a supportive and conducive environment that encourages and nurtures teacher passion. This may be done by encouraging a pleasant school climate, offering tools for professional development, and praising and awarding teachers for their hard work and accomplishments. Third, further elements that could affect the connection between a teacher's efficacy and love for their work should be investigated in future studies. A more thorough grasp of the intricate dynamics at play, for example, may be obtained by looking at how student traits, instructional practices, and school leadership influence this connection.

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