

Mapping the Path to Teacher Success: Understanding the Dimensions of Passion in Education among Iranian EFL Teachers

Zohreh Sisiyan¹ , Fazlollah Samimi² , Shahram Afraz³ 

1. PhD Candidate, Department of English, Qeshm Branch, Islamic Azad University, Qeshm Iran

2. Department of English, Bandar-Abbas Branch, Islamic Azad University, Bandar-Abbas, Iran, Corresponding Author mail:
Fazl.samimi67@gmail.com

3. Assistant Professor, Department of English, Qeshm Branch, Islamic Azad University Qeshm, Iran

Article Info

Article type:

Research Article

Article history:

Received 04 Apr. 2024

Received in revised form 29

Jun. 2024

Accepted 11 Jul. 2024

Published online 01 Sep. 2024

Keywords:

Teacher Passion,

EFL

Instruction,

Teacher Success

ABSTRACT

Objective: This study investigates the relationship between teachers' passion and their success in English as a Foreign Language (EFL) instruction in Bandar Abbas, Iran, aiming to understand how various dimensions of teachers' passion impact their effectiveness in the classroom.

Methods: Data were collected from 200 EFL educators using validated survey instruments. The study employed correlation and regression analyses to assess the relationship between teachers' passion scores and classroom success. The survey examined dimensions such as learner characteristics, organizational dimension, psychological characteristics, professional features, and individual characteristics.

Results: The analysis revealed a moderate positive correlation ($R=0.625$) between teachers' passion scores and classroom success. The regression model explained 39.1% of the variation in teachers' success, highlighting the significance of teachers' passion as a predictor. Among the factors, learner characteristics were the most influential, followed by organizational dimension, psychological characteristics, professional features, and individual characteristics. The absence of significant collinearity between independent variables validated the regression model, indicating that each dimension of teachers' passion contributes uniquely to predicting their success.

Conclusions: The study underscores the crucial role of teachers' passion in shaping educational outcomes and suggests fostering a culture of passion and professional development among educators. It highlights the importance of supportive organizational environments and targeted professional development programs. By exploring the emotional dynamics of teaching, this research contributes to the broader discourse on teacher effectiveness, emphasizing the interplay between teachers' emotions, identity, and student perceptions. These findings have significant implications for educational policy and practice, particularly in enhancing teacher motivation and effectiveness.

Cite this article: Sisiyan, Z., Samimi, F., Mohammadi, S. & Afraz, S. (2024). Mapping the path to teacher success: understanding the dimensions of passion in education among Iranian EFL Teachers. *Iranian Journal of Educational Research*, 3 (3), 331-353.

DOI: <https://doi.org/10.22034/3.3.331>



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DOI: <https://doi.org/10.22034/3.3.331>

Publisher: University of Hormozgan.

Introduction

Success in teaching is a complex, multi-dimensional pursuit predicated on several factors outside of academic credentials or even pedagogical expertise. Teacher passion is one of the major drivers and determinants of teacher effectiveness and success in the educational landscape. The MSA study, in this regard, probes into dimensions of teachers' passion, all combining to shape their motivation, engagement, and overall performance in the classroom. It is through the investigation of complex relationships among these dimensions that educators and researchers will further develop insight into the way passion adds to teachers' success and the implications for student learning, school culture, and the teaching profession in general.

While teacher passion is increasingly recognized as integral to promoting excellence in education, this multi-dimensional construct remains poorly conceptualized. The lack of a comprehensive framework on how best to develop and sustain teacher passion means that opportunities are overlooked to enhance teacher motivation, job satisfaction, and student achievement (Huéscar Hernández et al., 2020). Furthermore, the lack of a nuanced understanding of the role of passion in teachers' success perpetuates the prevailing ambiguity surrounding the characteristics and competencies that define effective teaching. This ambiguity hinders efforts to develop targeted strategies for teacher professional development, evaluation, and support, ultimately limiting the potential for teachers to reach their full potential and make a meaningful impact on student learning outcomes (Yan et al., 2022; Bi & Liu, 2022).

The limited understanding of teacher passion and its relationship to success may also contribute to the persistent issues of teacher burnout, attrition, and dissatisfaction, which have severe consequences for the continuity and quality of education. By failing to acknowledge and address the critical role of passion in teachers' success, educators and policymakers may inadvertently perpetuate a cycle of disillusionment and disengagement, ultimately undermining the very foundations of the educational system (Gillani et al., 2022; Pedditzi et al., 2021).

The significance of the study is not only confined to the research setting but also contributes to a wider field of stakeholders and the educational community in general. According to Yang and Du (2024), teachers are further given the power to be more autonomous in their development and sustaining their teaching passion, which increases job satisfaction, motivation, and overall well-being. The findings of this study can, therefore, be helpful to school administrators and

policymakers as they develop evidence-based policies and practices that will support teachers' passion and success. For students, the importance goes as far as constructing a stimulating, supportive, and challenging learning environment that develops achievement and success.

1-How do the dimensions identified within teachers' passion, as outlined by the MSA study, relate to the overarching concept of teachers' success within the educational landscape?

This literature review explores the impact of teachers' passion on their achievements and the importance of it in education. Passionate educators go beyond traditional classroom boundaries, demonstrating a strong commitment to their knowledge, global understanding, and the well-being of their pupils. However, there is a lack of information on the distinct approaches used by enthusiastic educators and whether this passion is an innate characteristic or a deliberate teaching technique.

Shen (2022) claimed that teacher passions are complex, involving cognitive processes, intense experiences, levels of arousal, and related behaviors and activities within the educational setting. Tam et al. (2020) believed positive emotions, such as pride, happiness, and satisfaction, invigorate both teachers and students. In contrast, negative emotions, like boredom or frustration, can decrease the quality of the learning process and impede students' motivation. Nurturing and using passion in education is crucial for creating a lively and energetic learning atmosphere where students flourish (Flores-Aguilar et al.,2023).

Understanding the intricacies of teacher identity, passion, and academic self-governance is essential for fostering overall well-being and implementing successful instructional strategies (Fan,2022). Huang et al. (2023) assert that pre-service teachers face unique emotional experiences, with varying experiences in different educational settings. Deliberate passion in teaching involves intentionally incorporating passion and fervor into education, acknowledging its significant influence on student engagement and academic achievements (McLean et al.,2018).

Lohrasbi et al. (2023) believed emotions are seen as a sociocultural phenomenon influenced by biological and psychological factors. Passion is a key aspect that significantly contributes to effective schooling, motivating instructors to maintain excitement and energy for their work, promoting creativity and improving cognitive abilities (Xiao et al.,2021).

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

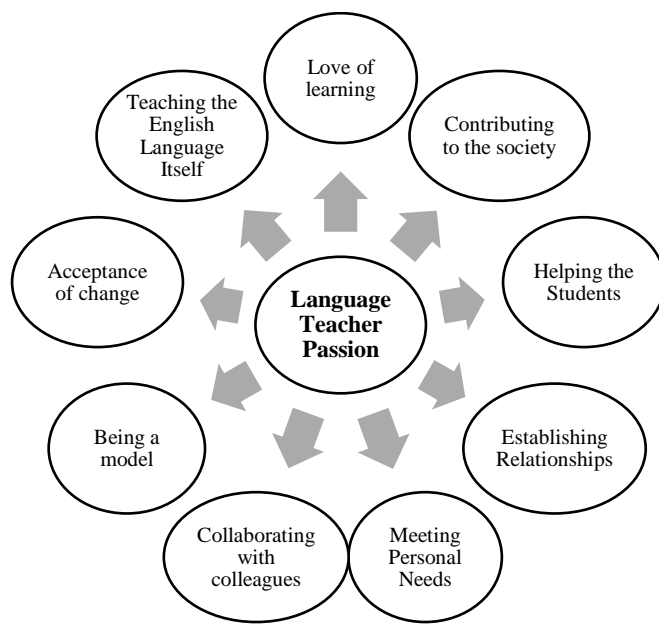


Figure 1 . Effective Factors in Teacher Passion (Mirshojaee et al. 2019)

The love of learning, the importance of caring relationships, and the need for teachers to support their students are all essential aspects of their professional lives. Teachers' emotions are subjective experiences linked to their professional setting, and their primary motivations represent the personal significance they ascribe to themselves and their profession. They dedicate themselves to making a positive impact, anticipating that the school system will offer a conducive work atmosphere (Xiao et al.,2021).

Caring relationships are the cornerstone of instructional activity, and teachers are motivated to improve their skills when they understand their students' needs and are aware of broader curricular requirements (Nwoko et al.,2023). Research shows that both primary and secondary school instructors place considerable emotional importance on their interactions with students, with primary school instructors experiencing a range of emotions. In contrast, secondary school instructors mainly describe their relationships with pupils as being based on affirmation and respect (Cheng,2021).

De Haas and Hutter (2020) claimed that assisting students is closely connected to the essence of teachers, as studies indicate that a teacher's self/identity has a moral aspect. Teachers may see themselves as having a strong moral inclination towards being kind, compassionate, and helpful towards their students, or even as a maternal figure for their students or taking on the position of a warm demander.

Chen et al. (2022) assert that collaborating with colleagues is essential for comprehensive educational efforts and fostering a collaborative environment that promotes good teaching and learning. Teachers play a crucial role as mentors, facilitators, and sources of inspiration, providing guidance to students and fostering their capacity to think critically and continue learning throughout their lives (Cheng et al., 2022).

Wang and Wu (2022) believe change is essential for individuals striving to enhance their careers, driven by both external and internal influences. The field of language education is a significant source of teachers' love for professional learning, with many participants expressing a passion for the educational dimension of language instruction.

Material and Methods

The study used a quantitative research method to gather data from a diverse group of educators. The method was chosen for its objectivity, precision, generalizability, reliability, ease of analysis, and comparison with previous studies. The researchers aimed to assess the levels of passion and perceived achievement among teachers systematically, requiring a precise measurement scale. The study also used validated survey methods, ensuring the data accurately reflects the constructs being measured. The quantitative approach also allowed for advanced statistical analysis, enabling the exploration of complex relationships between variables. The findings have significant implications for stakeholders in the educational ecosystem, enabling teachers to develop rewarding professions and administrators to create interventions to promote teacher well-being and improve educational results. The research aims to enhance the educational environment by fostering a culture of passion, outstanding performance, and ongoing development among educators.

The research involved 200 English as a Foreign Language teachers from various institutes in Bandar Abbass, with a sample of 98 male and 102 female students. The study used the Cochran formula to determine the number of participants. The majority had 1-5 years of teaching

experience, with 11-15 years being the most common. The majority had a BA, MA, or Ph.D., with the MA group having the highest frequency.

The following research study was conducted strictly in adherence to ethical standards that protect participants' rights and welfare. Ethical Issues The following were undertaken with due diligence: All 200 EFL teachers were informed in detail prior to participation about the purpose of the research project, procedures that would be used, risks, and possible benefits before the data collection process. Besides, participants were warned that their participation was entirely voluntary, and they reserved the right to withdraw from the study at any time if so desired, without feeling hassles. Written informed consent was obtained from each participant, making sure that the participant understood and agreed to the terms of participation.

Confidentiality and anonymity for the participants were paramount. No personal identifier information was allowed, and anonymized data were not identifiable to any participant. Unique codes were assigned to the responses to make sure that no data was traceable back to an individual. All collected data were stored in a secure environment, accessible only by the research team, and utilization was strictly for this study.

The principle, thus, guiding the study was that of non-maleficence or not harm. Steps were undertaken to minimize any possible risks and discomforts associated with the current research to the respondents. The survey questions did not raise invasive information from the participants but rather respected their experiences and perspectives. No interventions involving physical and psychological harm to the participants were used in this study.

It was conducted with great integrity and transparency of the whole research process. Informed consent: The participants have been informed rather truthfully about the purposes and procedures of the study. Researchers undertook to present their findings honestly, objectively, and without distortion because of bias.

The guiding principle throughout the research process was respect for participants. This implies that the research valued the contributions of all participants, protected their rights, and addressed their concerns or questions related to the study. These forgoing ethical considerations were made to ensure that the study maintains dignity, rights, and welfare among all participants, hence guaranteeing integrity and credibility in the research process.

Two questionnaires were issued to the participants. The study aimed to understand the factors influencing teaching experience.

The researcher developed a questionnaire to examine teachers' passion for their profession, which includes 57 closed-ended questions and a Likert scale with five options. The questionnaire covers five main subjects and encompasses 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). 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. In this study, the English specialists responsible for substance and language evaluation of the tool's items were university professors. These professors possess extensive experience in instructing English to EFL students at the tertiary level. Expertise encompasses an understanding of pedagogical challenges related to English instruction and specific issues/dynamics faced by EFL students in higher education. The selection of these professors was meticulous, as they possess relevant academic credentials, professional experience, and significant contributions to the domains of English language instruction and research. Their contributions to ensuring linguistic precision, contextual pertinence, and pedagogical integrity of the questionnaire items were substantial. The experts analyzed the content to ensure it reflects the passion of teachers as experienced or perceived in Iranian universities. These experts facilitated the examination of each element in the review process for clarity, conciseness, and linguistic appropriateness concerning the target respondents. Their contributions refined the questionnaire into a comprehensive instrument for assessing teachers' passion across five components and 22 categories based on the qualitative model. This collaboration oversees the instrument development process for its rigor and comprehensiveness by English experts. Their expertise should enable the research to yield a measure that is both reliable and valid, reflecting the complex nature of teacher passion and its relevance in the Iranian educational context.

The Characteristics of Successful Iranian EFL Teachers Scale (CSIETS) was used to assess the effectiveness of EFL teachers in language instruction. This thorough scale includes six subscales,

each providing useful insights into the various characteristics of teacher success. The participants were instructed to evaluate each item using a 5-point Likert scale, ranging from 1 (Strongly Agree) to 5 (Strongly Disagree).

The second tool utilized to assess the effectiveness of EFL teachers in their language instruction was the Characteristics of Successful Iranian EFL Teachers Scale (CSIETS). This rigorously designed questionnaire, consisting of six items, was produced by Amini (2019): Teacher Knowledge, Teacher Relationship, Teacher Desire to Teach, Teacher Commitment, creating a Sense of Understanding, and Teacher Design of Subject Material. The reliability of the CSIETS questionnaire was thoroughly assessed using Cronbach's alpha coefficient, resulting in a commendable alpha value of .822.

The CSIETS questionnaire demonstrates high reliability, making it a strong and trustworthy tool for evaluating the effectiveness of EFL teachers in language instruction. The thorough design and validated psychometric qualities of the instrument make it highly suitable for use in the present study, offering significant insights into the elements that contribute to effective language instruction and teacher effectiveness.

The main part of 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.

The study aimed to examine the relationship between teachers' passion and their success using statistical procedures. Preliminary statistics were examined to ensure data quality and identify potential outliers. A Pearson correlation analysis was performed to assess the relationship between teachers' passion and their success. A multiple regression model was specified, with teachers' success as the dependent variable and various aspects of teachers' passion as independent variables. Tolerance and Variance Inflation Factor (VIF) were calculated for each predictor to ensure acceptable levels of multicollinearity. An Analysis of Variance (ANOVA) was conducted to test

the model's significance. The researcher interpreted the coefficients of the regression model to understand the influence of each independent variable on the dependent variable. The goodness-of-fit was evaluated using R-squared and Adjusted R-squared values. This rigorous procedure ensured the findings were reliable and could be confidently interpreted to understand the impact of various dimensions of teachers' passion on their success.

Results

For making the questionnaire standardized, 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. 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
Teacher's professional characteristics	9	.831
Students' characteristics	10	.789
Teachers' success questioner (CSIETS)	6	.822

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. 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
	P	0.001

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 displays the results of the Principal Component Analysis with Varimax rotation for items Q1 to Q57, indicating their factor loadings on six extracted components. The factor loadings, which range from -1 to 1, indicate the strength and direction of the relationship between each item and its respective factor. Loadings exceeding 0.7 are regarded as highly positive, whereas negative loadings indicate an inverse relationship. Items Q13 to Q16 exhibit a strong loading on Factor 1, indicating a significant correlation of these items with the underlying construct. Similarly, items Q7, Q1, and Q5 exhibit significant loadings on Factor 2, signifying their collective relevance in defining the factor. Items Q17 and Q18 demonstrate strong positive loadings on one factor and negative loadings on another, indicating intricate relationships among multiple factors. The extraction method employed is Principal Component Analysis, while the rotation method utilized is Varimax with Kaiser Normalization. Rotation facilitates the achievement of a more straightforward factor structure that is easier to interpret. The rotated solution converged after six iterations, rendering the identified factors robust. Comprehending these loadings aids in discerning the principal dimensions represented by each factor, thereby enhancing the interpretation of the constructs inherent 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	
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.						

To investigate this question, the Pearson correlation coefficient between independent and dependent variables was investigated first.

Table 4. Model Summary (Results of regression analysis of teachers' success variable based on Teachers' Passion scores)

Model	R	R Square	Adjusted R Square	SD	Durbin-Watson	P
1	.625	.391	.389	.92	2.004	.0001

Correlations are significant at the 0.01 level.

Given that the correlation coefficient ($R=0.625$), determination coefficient ($R\text{ Square}=0.391$), and modified determination coefficient (modified $R\text{ Square}=0.388$) have been computed, it appears that the regression model is appropriate. A higher value approaching 1 indicates a stronger correlation between the dependent and independent variables in the model. Put simply, the regression model successfully accounted for a larger proportion of variations in the dependent variable. The Durbin-Watson column at the end of the table displays the relevant statistic, which has a value of 2.004. A statistic value near 2 suggests that the residuals are independent. Thus, another prerequisite for linear regression (OLS) is satisfied.

Table 5. ANOVA (Results of Variance Analysis of the Regression of the Teachers' Success Variable Based on the Scores of the Teachers' Passion Variable)

Model	Sources	SS	DF	MS	F	P
1	Regression	55.354	5	55.254	54.066	.000 ^b
	Residual	243.671	194	1.024		
	Total	299.024	199			

The ANOVA table shown above presents the results of the analysis of variance conducted for the regression model. Based on the magnitude of F and the significance level of $\text{Sig}=0.000<0.05$, the researcher determined that the regression model was appropriate. The regression model has primarily exhibited the majority of changes in the dependent variable. This indicates that the impact of the Regression model on the overall variations observed in the final row (Total) of the column (Sum of Squares) is significantly greater than the impact of errors or residuals.

Table 6. Coefficients (Predicting teachers' success from the components of Teachers' Passion)

Criterion	Predictor	B		Beta	T value	P	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
Teachers' success	Teachers' Passion							
1	(constant)	3.198	.234		5.36	.000		
2	Personal Characteristics	.563	.087	.478	8.28	.000	.789	1.26
3	Psychological characteristic	.586	.094	.491	10.42	.000	.768	1.30
4	Organizational dimension	.612	.071	.502	11.39	.000	.732	1.38
5	Professional feature	.541	.086	.461	7.87	.000	.698	1.43
6	Learner Characteristics	.678	.067	.598	12.67	.000	.679	1.46

Based on the data collected, the tolerance statistic for all four independent variables is greater than 0.4, with the lowest value being 0.698. The results indicate that there is no significant collinearity between the independent variables.

The fixed effect is observable in the Coefficients table, which displays the estimated coefficients and their associated test features. The table below displays the constant value of Constant in the model, which is 3.198. Furthermore, the coefficients of all the variables are positive. Additionally, since the Sig value of each variable is less than 0.05, the null hypothesis is rejected. Once again, this issue serves as evidence of the suitability of the regression model. The Unstandardized Coefficients column displays the coefficients as per the measurement unit of each variable. Therefore, it is not possible to assess the significance of a variable in the regression model just based on the magnitude of its coefficient. To achieve this objective, we utilize the column labeled Standardize Coefficients Beta. In the regression model, coefficients with bigger Beta values are considered more significant. Based on the data, it is evident that the Learner Characteristics variable (Beta = 0.598) is the most effective variable for predicting the dependent variable. The variables in question are as follows: Organizational dimension, with a value of Beta=0.502; psychological trait, with a value of Beta=0.491; Individual characteristics, with a value of Beta=0.478; and Professional feature, with a value of Beta=0.461. Based on these coefficients, we

can represent the regression model in the following manner. By utilizing this correlation, it becomes feasible to assess the effectiveness of teachers based on individual characteristics, psychological traits, organizational factors, professional attributes, and learner characteristics.

$$\text{“Teachers' success } f = 3.198 + 0.563 IC + 0.586 PC + 0.612 OD + 0.541 PF + 0.678 LC \text{”}$$

Discussion

This study investigates the relationship between teachers' passion and their success in the classroom. The Pearson correlation coefficient ($R=0.625$) indicates a moderate positive correlation between teachers' passion scores and their success, aligning with previous research that emphasizes the importance of teacher passion in enhancing student learning outcomes. The regression model developed in this study accounted for 39.1% of variations in teachers' success, indicating that teachers' passion is a significant predictor of their success.

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Among the components of teachers' passion, learner characteristics have the strongest impact on teachers' success, followed by organizational dimension, psychological characteristics, professional features, and individual characteristics. Teachers who possess a deep understanding of their learners' needs, create an engaging and supportive learning environment, and exhibit strong psychological characteristics such as resilience and adaptability are more likely to be successful in their teaching roles.

The absence of significant collinearity between the independent variables strengthens the validity of the regression model, suggesting that each component of teachers' passion contributes uniquely to predicting teachers' success. The regression model can be used to assess the effectiveness of teachers based on their passion in various domains, allowing educators and school administrators

to identify areas for professional development and support to enhance teachers' passion and, consequently, their success in the classroom.

The analysis also shows a favorable correlation between teachers' emotions and their level of achievement, aligning with previous research on the influence of emotion and teacher gender identity on teacher success. Students' perceptions of the impact of teachers' emotions are crucial, as they actively observe and assess their teachers' emotional states. Emotional intelligence in the teaching profession is essential, as students possess a keen awareness of their professors' emotions and consider them as important factors in determining the efficacy of their education.

The study also examines teachers' perceptions during the transition to a professional community model in the Iranian educational system, which has faced increasing scrutiny over the past two decades. 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.

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, reflecting a cultural norm wherein they refrain from displaying vulnerability.

The results of this investigation regarding the correlation between teachers' passion and their effectiveness in the classroom are in agreement with and expand upon the conclusions drawn from prior studies. The Pearson correlation coefficient ($R=0.625$) indicates a moderate positive relationship, suggesting that higher levels of passion are linked to increased success in teaching. This finding is consistent with earlier research, such as the works of Hattie (2009) and Day (2004), which emphasize that passionate educators are more adept at engaging students and enhancing their academic achievements. Additionally, the regression model formulated in this study explains 39.1% of the variability in teachers' success, indicating that teacher passion is a significant predictor. Similar results have been documented in previous studies, where teacher enthusiasm and passion have a notable impact on classroom management, teaching methodologies, and student outcomes (Klassen and Tze, 2014).

Furthermore, the study identifies that among the elements of teachers' passion, learner characteristics have the most substantial influence on teachers' success, followed by organizational aspects, psychological traits, professional attributes, and individual characteristics. This discovery aligns with the research of Fives and Buehl (2012), which underscores the importance of teachers' knowledge and belief systems in shaping their instructional approaches and effectiveness. The study also underscores the positive association between teachers' emotions and their accomplishments, with students being highly perceptive to their instructors' emotional states. This finding supports previous research, such as the work of Jennings and Greenberg (2009), which illustrates that teachers with high emotional intelligence are more adept at managing classroom dynamics and cultivating a positive learning atmosphere.

Moreover, the study delves into the shift towards a professional community model in the Iranian educational framework and the significance of the "Aesthetic Understanding" framework. Cultural factors play a crucial role in educational practices, as evidenced by the studies of Hofstede (1986) and Trompenaars and Hampden-Turner (1997), which demonstrate how cultural norms impact teaching methodologies and teacher-student interactions. The emphasis on teachers concealing personal challenges to maintain group cohesion reflects these cultural dimensions. Lastly, within the realm of second language education, the study illuminates the socio-psychological factors at play, highlighting the importance of teachers' emotional and psychological well-being in motivating students and improving language acquisition outcomes. This observation is in line with the research of Dörnyei and Ushioda (2017), which underscores the pivotal role of teachers' emotional states in second-language instruction. In summary, the study reinforces and advances existing research, confirming the significant influence of teachers' passion and emotional intelligence on their effectiveness while providing a nuanced comprehension of the cultural context within the Iranian educational system.

The objective of this study was to examine the correlation between instructors' passion and their effectiveness in the classroom. The results offer convincing proof that the enthusiasm of instructors is a substantial indicator of their achievement, explaining 39.1% of the variances in teachers' success. The regression model employed in this study effectively discerned the crucial elements of teachers' enthusiasm that contribute to their achievement, encompassing learner characteristics,

organizational dimension, psychological characteristics, professional features, and individual characteristics.

The findings emphasize the significance of teachers having a profound comprehension of their students' requirements, establishing an interesting and helpful learning atmosphere, and demonstrating robust psychological traits such as resilience and adaptability. These findings have significant ramifications for educational policy and practice, underscoring the necessity of prioritizing and providing support for teachers' enthusiasm in order to improve student learning outcomes.

Moreover, the lack of substantial collinearity among the independent variables enhances the reliability of the regression model, indicating that each aspect of teachers' enthusiasm has a distinct role in predicting instructors' performance. This study presents a thorough framework for evaluating the efficacy of teachers based on their enthusiasm in different areas. Educators and school administrators can employ this framework to pinpoint areas for professional growth and assistance.

Ultimately, this study adds to the expanding collection of data on the significance of teachers' enthusiasm in forecasting their effectiveness in the classroom. The results emphasize the need to cultivate and encourage teachers' enthusiasm in order to promote a favorable and efficient learning atmosphere. Subsequent studies should analyze the fundamental processes by which teachers' passion impacts their effectiveness and examine the enduring consequences of teachers' passion on student academic performance. By placing emphasis on and allocating resources toward nurturing teachers' enthusiasm, we may establish a more dynamic and influential educational system that is advantageous for both educators and learners.

This study emphasizes the importance of emotional intelligence in education, highlighting its role in creating positive learning environments and improving educational outcomes. It emphasizes the need for educators to develop emotional intelligence abilities to improve their efficacy in the classroom. The study also highlights the impact of emotional awareness and management on creating positive learning environments and academic success.

The study also supports the importance of incorporating emotions into teaching methods, emphasizing the need for educators to prioritize the cultivation of emotional intelligence abilities. By providing teachers with the necessary resources to manage and utilize their emotions

successfully, educators can establish more supportive and captivating learning environments, ultimately resulting in enhanced student outcomes and academic success.

The study also highlights the importance of relational pedagogy, which emphasizes the significance of strong teacher-student interactions in fostering productive learning settings and student satisfaction. It suggests that teacher training programs should have modules specifically targeting emotional intelligence to provide educators with the essential skills to regulate their emotions in the classroom proficiently.

Professional development workshops can be provided by academic establishments, providing teachers with techniques to cultivate happy emotions, efficiently handle stress, and establish supportive learning environments that promote student achievement. Curriculum design should incorporate socio-emotional learning elements into the curriculum to foster students' emotional development and overall well-being.

Lastly, the study emphasizes the importance of a caring and encouraging educational environment and atmosphere where school administrators can foster an atmosphere of transparency and empathy among students and staff.

The findings of the current study have several practical implications that could be helpful for educators, administrators, and policymakers who are directly involved in EFL instruction at the scene of Bandar Abbas, Iran.

Increasing Teacher Professional Development

This strong correlation between teachers' passion and their success in the classroom leads to the very important recommendation of creating a supportive environment that nourishes teachers' passion for their job. For this reason, educational institutions should provide continuous professional enhancement programs that, along with developing pedagogical competencies, should develop emotional involvement and passion in teachers. Workshops, mentorship programs, and collaborative teaching can help educators get in touch with their intrinsic motivations and increase their overall teaching effectiveness.

Student-Centered Methods

Because learner characteristics were identified as the strongest predictor of teachers' success, it is incumbent that educators utilize student-centered teaching methods. Knowledge of the student's needs and backgrounds and how they learn can ensure modifications in teaching styles to provide

an environment more conducive to learning by all students. This would involve using culturally relevant materials, teaching in different modalities, and encouraging students to take an active role in learning.

Organizational Support

This study has also pointed out the role of organizational dimensions in influencing teacher passion and success. Learning institutions should develop enabling organizational cultures that appreciate and recognize passion and dedication among teachers. Such policies can be instrumental in minimizing administrative tasks, maximizing resourcefulness, and fostering a shared purpose characterized by collaboration ingredients that go a long way to promote teacher motivation and satisfaction. Leaders should ensure open communication and welcome feedback from educators so their voices can be heard in decisions affecting them.

Emotional Well-being Initiatives

The review of the emotional aspects of teaching leads to initiatives in support of emotional well-being. Schools would do well with the implementation of programs on stress management, resilience, and emotional intelligence that would equip teachers with the ability to deal with pressures likely to be thrown their way as they perform their duties. Access to counseling services, wellness programs, and peer support groups will go a long way toward keeping alive the educator's passion and enthusiasm for teaching.

Policy Recommendations

Conclusively, the implications of this study should be considered in education policy design by policymakers. Since teacher passion is crucial in promoting better educational outcomes, policies should ensure that effective retention measures for passionate teachers are implemented, entailing an improvement in salary structures and incentives for continuous professional growth, as well as fostering a suitable educational climate considering teacher well-being. Consequently, this may allow policy development to act in a manner that contributes to the overall improvement in the status of EFL instruction and students' learning experience in Iran.

The practical implications of the present study emphasize developing passion in teachers through professional development focused on their needs, student-centered approaches, organizational support, emotional well-being initiatives, and informed policy recommendations. These might be

expected to lead to heightened teacher effectiveness with eventual benefits in the educational landscape in Bandar Abbas and elsewhere.

This research 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.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

Funding

The authors did (not) receive support from any organization for the submitted work.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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