

TEACHER'S PASSION AND HOW IT AFFECTS STUDENT'S LEARNING PASSION IN SABAH

Nurdalilah Yusaida Saiman^{1*}, Nur Ain Amad², & Jennifah Nordin³

^{1,2,3} Faculty Administrative Science and Policy Study, University Teknologi MARA (UiTM),
Kota Kinabalu, Sabah, Malaysia

*E-mail: delylaa24@gmail.com

1. INTRODUCTION

Passion is a very prominent element in performing the job and it is referred to as someone's desire, motivation, and liking, seeing the importance of doing a job, engagement, and willingness to contribute time and energy to it (Carbonneau et al., 2008). This study focuses on two main variables that are teacher's passion and student's learning passion. Teachers' passion is defined as those who love educating students and can inspire and stimulate the learning lives of their students (Liston & Garrison, 2004). While student's passion of learning can be defined as time devoted, commitment, persistence, academic commitment, intense interest, and motivation in learning (Ruiz Al-Fonso et al., 2018). It would be interesting to note that if a student persists on a task, spends a lot of time, and is committed to it, it could also benefit his/her academic performance (Ruiz Al-Fonso et al., 2018). Teachers' passion seems crucial since it will have a strong impact on students learning experience and students' learning outcomes.

Working as a teacher is a noble job since a teacher is a person that will work hard to educate and teach the students. Ideally, besides teaching, teachers are required to perform many roles such as doing clerical works, being a curriculum advisor, coaches in the sport, handling student records, and disciplining students. Teachers have to undertake redundant works which have become more burdening (The Star, 2018). Teachers are stressed and no longer able to deliver quality teaching and it has a significant impact on students' learning performances (Ismail et al., 2012, as cited in Noor et al., 2019).

Pandemic Covid-19 hit also impacted teachers' passion and students' passion since learning needs to be conducted online. The coronavirus outbreak had affected the educational system and students' learning experience. One of the challenges is a physical limitation where students and teachers were located at a different place which limits real-time interaction, creates difficulty, and develops frustration in doing their group task (Thompson & McDowell, 2019). Students miss their face-to-face classes and synchronised meetings with classmates and teachers. It means the pandemic is a challenge for students and teachers in developing effective learning sessions.

Based on past studies, several factors affect a teacher's passion that is divided into three different aspects which are job scope aspects, facilities aspects, and psychological aspects. Teachers' job scope nowadays becoming more challenging and complex since teachers' tasks are not only limited to teaching. Other job demands including clerical works, be a motivator, a facilitator, planner, club leader, curriculum advisor, coaches in the sport, handling student records, and disciplining students. With varieties of job requirements, most teachers felt

pressure such as key in the data of students with a very slow system are hard to bear (Nair et al., 2014, as cited in Nurwahida et al., 2017). Furthermore, the factor of work conditions also gives an impact on teacher's work passion and performance like salary, job status, appreciation and promotion, administrative support, school administration, national education policies, demands of parents, teacher's career phase and professional histories may have a positive and negative impact towards teacher's passion (Cagri, 2013; Nurlaela & Sigit, 2011; Day, 2000 as cited by Nurwahida et al., 2017). All the elements can be a push factor or pull factor for teachers to be motivated, committed, and dedicated in stimulate students learning passion. Ruiz-Alfonso et al. (2018) mentioned that teachers and what they do during the class are the factors that promote passion in students. Therefore, this study proposed that there is a significant relationship between the job scope of a teacher that affects their passion in teaching and students' learning passion (H1).

Factors that affect passion also can be seen in facilities aspects like sufficient facilities and teaching material, functioning infrastructures like a good whiteboard, computer sets, board markers and even to overhead projector or LCD, comfortable environment, and classroom conditions. Comfortable teaching and learning atmosphere are what motivates teachers to be innovative, creative and apply the optimum skill in teaching. Vice versa lack and poor facilities may create difficulties among teachers which will result in teachers' mental and physical health such as job dissatisfaction, boredom, stress, and anxiety as they must focus on other things rather than just pursuing their passion in teaching (Nurwahida, 2017). Students are more happy, eager, and more diligent in learning due to the completeness of learning facilities owned by them, and fine facilities hone an impact in students with high enthusiasm in learning (Sojanah & Ferlinda, 2018) and sufficient school facilities play a fundamental role in influencing students' accomplishments (Siti Sri Wulandari, Bambang Suratman, Novi Trisnawati & Bagus Shandy Narmaditya, 2021). Therefore, this study proposed that there is a significant relationship between the facilities of the school which affect teachers' passion in teaching, and student learning passion (H2).

Psychological aspects also are what contribute to a teacher's passion for teaching. Generally, it emphasizes relationships, emotions, and feelings between teachers and students. Most passionate teachers are acknowledged by students as someone emotionally connected with students and love to establish a relationship with students (Seyyed Bagher Mirshojaee, Rahman Sahragard, Seyyed Ayatollah Razmjoo & Alireza Ahmadi, 2019). This can be verified through care and love personality, always empathy to students, willingness to help students and successfully made the students interested and engaged in the lesson (Luthfiyah, 2012, Day, 2009, Seyyed Bagher Mirshojaee, Rahman Sahragard, Seyyed Ayatollah Razmjoo & Alireza Ahmadi, 2019). Passionate teachers are those who exercise their task professionally by interacting with their students as their concern for the student's achievement and general well-being (Ashley & Lee, 2003 as cited in Jana Kratka, 2015). Teachers can act as role models by demonstrating real enthusiasm for teaching and research (Gilal et al. (2018). Therefore, this study proposed that there is a significant relationship between the psychological aspect of a teacher that affects their passion in teaching and student learning passion (H3).

Moreover, teachers' years of service will also influence the student's learning passion. It is supported by past research that revealed years of service and experience teachers make teaching more effective which influences student's behaviour, attitudes, and student's academic achievement (Shoukat, Haider, Munir Khan, & Ahmed, 2013). According to Ofem, Iyam, and Bassey (2015), teachers' long years of service may influence their capability to teach more

effectively as it requires experience in the classroom. Therefore, this study proposed that teachers with longer teaching experience can influence student learning passion (H4).

Based on a review on past literature, therefore, these study aims are to identify the most dominant factor that affects student's learning passion in school, to identify the relationship between teacher's passion and student's learning passion in school, and to compare the student's work passion based on the teacher's years of services.

2. METHODOLOGY

This study was using quantitative research. The purpose of this was to see the relationship between the factors influencing the teacher's passion and how it affects the student's learning passion. It's a cross-sectional study and the unit of analysis was individual which covered the teachers that teach in primary and secondary school in Sabah covering Kota Kinabalu, Sandakan, Tawau, Lahad Datu, Keningau, Kinabatangan, Semporna, Papar, Penampang, Beluran, Tuaran, Ranau, Kota Belud, Kudat, Beaufort, Kota Marudu, Kunak, Putatan, Tenom, Pitas, Sipitang, Tongod, Tambunan, Nabawan, Kuala Penyu and Telupid. The total population for all teachers in Sabah for both primary and secondary schools is 40,519 (Educational Department of Sabah, 2020). Therefore, according to Krejcie and Morgan's table, the suggested sample size is 381 (N=50,000). A convenience sampling was adopted by this study and the data were collected from the members of the population who are available and volunteered for this study. Data were collected from the first week to the third week of January 2021. The actual sample size of this study was 381 however the researchers only managed to gain 311 responses (response rate of 81.63%).

3. RESULTS AND DISCUSSION

3.1 To identify the Most Dominant Factor that Affects Student's Learning Passion in School

The Five-Point Likert scales were used whereby scale 1 indicated strongly disagree, scale 2 referred to disagree, scale 3 referred to undecided, scale 4 and scale 5 both represented for agreeing and strongly agree. Linear regression was used, and all the independent variables were significant with the student's learning passion because the significant value for all factors showed 0.00 which was less than 0.05. In Table 1, the R square value for the job aspect is 0.212, the facilities aspect is 0.250, and the psychological factor value is .323. Based on these three values, the psychological gained the higher R square value among the factors mentioned earlier. Hence, psychological aspect like stance as a teacher, empathy, technical and personal skill has the higher influence towards the student's learning passion in primary and secondary school in Sabah.

Table 1: Model Summary Results of Factors Influence Teacher's Passion in Teaching

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Job Scope Aspect	.461a	.212	.210	.47885
Facilities Aspect	.503a	.250	.250	.46630
Psychological Aspect	.570a	.323	.323	.44328

3.2 To Identify the Relationship between Teacher's Passion and Student's Learning Passion in School

Bivariate correlation was examined between the three variables which influenced the teacher's passion in teaching (job scope aspect, facilities aspect, and psychological aspect) and student's learning passion. Thus, the result showed there was a low positive relationship existed between the job scope aspect and students' learning passion ($r= 0.461, p= 0.00$). Therefore, H1 was accepted. Next, a significant moderate positive relationship also existed between the facilities aspect and student's learning passion ($r= 0.513, p= 0.00$) Thus, H2 was accepted. Finally, a moderate positive relationship exists between the psychological factor and students' learning passion ($r= 0.579, p= 0.00$). Therefore, H3 was accepted. Hence, the researcher can conclude that the three variables were significantly correlated with the student's learning passion (see Table 2).

Table 2: The Pearson Product Moment Correlation Matrix between Factors Influence Teacher's Passion and Students Learning Passion

	Mean	1	2	3	4
Students Learning Passion	4.3666	1			
Job Scope Aspect	4.5949	.461	2		
Facilities Aspect	4.2540	.503	.513	3	
Psychological Aspect	4.6711	.570	.579	.508	4

N=311

3.3 To Compare the Student's Work Passion based on the Teacher's Years of Services

The third objective was answered by conducting One Way ANOVA test. The result in Table 3 showed the teachers' years of service had no significant difference on the student's learning passion, with $F(2,308) = 0.398, p=0.672$ because the p -value (0.672) was more than 0.05. Therefore, H4 was rejected and H0 was accepted.

Table 3: One-Way ANOVA Test on Students Work Passion and Years of Service

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.232	2	.116	.398	.672
Within Groups	89.695	308	.291		
Total	89.927	310			

	Years of Service	N	Mean	F	df	Sig. (2-tailed)
Student's Learning Passion	1-5 years	67	4.3390	.398	2	.672
	6-10 years	46	4.3199			
	More than 10 years	198	4.3867			

N = 311

4. CONCLUSION

In summary, the psychological aspect is the most prominent factor influencing a teacher's passion. The result indicated emotional attachment and interaction between teachers and students are equally important in the learning session. Moreover, job scope, facilities, and psychological aspects are factors that correlate with a teacher's passion which affect student learning passion. In contrast, students learning passion is not determined by teachers' years of service even most of the respondents have served the schools for more than 10 years. Since only 311 respondents answered the survey compared to actual sample size 381, the data only valid for 311 respondents and could not be generalized. This study will help the teachers to put more attention to psychological aspect specifically to social interaction with students. Similarly, student's learning passion is not only depending on the student's effort, but it can also be influenced by teacher's passion. The government need to recognize factors that lead to teacher's passion and review teachers job scope, to develop good infrastructure, and to allocate more budget to enhance teaching and learning facilities. We recommend future researcher to study other variables that cover teacher's passion since this study only cover the abovementioned variables.

5. REFERENCES

- Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors contributing to the students' academic performance: A case study of Islamia university sub-campus. *American Journal of Educational Research*, 1(8), 283-289.
- Carbomeau, B., Fernet, C., Guay, F., & Vallerand, R. J. (2008). The role of passion for teaching intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100 (4), 977-987.
- Coleman L. R., & Guo.A. (2013). Exploring children's passion for learning in six. *Journal for the Education of the Gifted*, 36 (2) 155-175.
- Day, C. (2004). *A passion for teaching*. London: Routledge Falmer.
- Gilal, Faheem Gul, Zhang, Jian, Gilal, Naeem, & Gilal, Rukhsana. (2018). Association between a parent's brand passion and a child's brand passion: A moderated moderated-mediation model. *Psychology Research and Behaviour Management*, 11, 91-102.
- Kratka, J. (2015). Tacit knowledge in stories of expert teachers. *Procedia - Social and Behavioral Sciences*.
- Liston D. P., & Garrison, J. W. (2004). *Teaching, learning, and loving: Reclaiming passion in educational practice*. New York: Routledge Falmer.
- Luthfiyah, N. (2012). *A passion for teaching*. International Seminar "Sang Guru". Retrieved from https://www.academia.edu/31495320/A_PASSION_FOR_TEACHING
- Mirshojae, S., Sahragard, R., Razmjoo, S., & Ahmadi, A. (2019). Iranian language teachers' passion for the profession: A qualitative study. *Journal of Research in Applied Linguistics*, 10(2), 44-69.
- Noor, S., Salwa, A., Abdullah, Ghani, A., & Abdullah, K. (2019). The effect of school leaders' authentic leadership on teachers' job stress in the eastern part of Peninsular Malaysia. *International Journal of Instruction*, 12, 10.29333/iji.2019.1225a.
- Nurwahida, F. T., Dinuka, P. J., Lim, W. X., & Syeda, F. M. (2017). Clerical works for school teachers: A burden or a responsibility. *Journal of Humanities, Language, Culture, and Business*, 15, 26-36.

- Ofem, O. M. E., Iyam, M. A., & Bassey, E. U. (2015). Teacher demographic variables and students' academic achievement in secondary schools home Economics in Calabar educational zone of Cross River state. *International Journal of Education Learning and Development*, 3(6), 36-47.
- Ruiz Alfonso, Zuleica & Santana, Lidia, & Vilar, Elina. (2018). What about passion in education? The concept of passion, why it is important, and how teachers can promote it. *European Scientific Journal*. 14.
- Sojanah, Janah, & Ferlinda, Trianda. (2019). *Student motivation and school facilities as determinants towards student learning outcome*. 10.2991/iceberg-18.2019.71.
- Teachers: Teaching is no longer a passion but a burden today (2018, October 12). *The Star*. Retrieved from <https://www.thestar.com.my/news/nation/2018/10/12/teachers-teaching-no-longer-a-passion-but-a-burden-today/>
- Thompson, V. L., & McDowell, Y. L. (2019). A case study comparing student experiences and success in an undergraduate course offered through online, blended, and face-to-face instruction. *International Journal of Education in Mathematics, Science and Technology*, 7(2), 116-136.
- Wulandari S. S., Suratman B., Trisnawati N., & Narmaditya S. B. (2021). Teacher's performance, facilities, and students' achievements: Does principal's leadership matter? *Pedagogika*, 142(2), 71-88.
- Zamzul Rebbin. (2020, December 7). *Statistics of teachers in primary and secondary school in Sabah*. (Jennifah Nordin, Interviewer).