

Vietnamese Pre - School Teachers' Passion for Child Care and Education

Phan Trong Ngo¹, Le Minh Nguyet¹, Trần Thị Hà¹, Vu Thanh Hien², Nguyen Thi Huong³

¹Hanoi National University of Education, Hanoi, Vietnam

²Education college Daklak, Vietnam

³Hoa Hong Kindergarden, Hanoi, Vietnam.

ABSTRACT

The study investigates preschool teachers' passion for child care and education; the impacts and correlation of passion on individual factors of teachers in activities. The findings show that Vietnamese preschool teachers have a passion at medium high level for child care and education. Particularly, positive feelings towards children and the tendency of love towards child care and education prevail over other elements of passion. Teachers' passion has a positive impact on child care and education; on teachers' performance and job satisfaction. At the same time, teachers' individual factors are also predictive agents of the change and growth of passion for child care and education.

Keywords: passion, preschool teachers, harmonious passion, obsessive passion, factors affecting

INTRODUCTION

An overview of studies on passion

Initially, studies on passion often focused on emotions, love or romantic relationships (Hatfield & Walster, 1978), or personal interests (Krapp, 2002). Some authors tended to invest time and efforts in their favorite activities (Frijda et al., 1991; Baum & Locke, 2004). Based on the flow theory in activity (Csikszentmihalyi, 1978; Nakamura & Csikszentmihalyi, 2003) and passion studies, Vallerand et al. developed a fairly complete theory of passion in activities. Passion is understood *a strong inclination towards self-direction of the activity which the individual loves, finds it important and invests time and efforts regularly on activities*. (Vallerand et al., 2003; Vallerand, 2008). People with a high level of passion will enjoy their work more; making them desire to invest their time and efforts in their work (Vallerand, 2008). Passion is the fire in the soul, creating strength and contributing to create the best of people (Kapoor, 2007). According to Salim et al., (2016), it is not the intelligence quotient (IQ), but the passion quotient (PQ) brings people to the top of success. Passion creates human happiness and individual differences (Frederick L. Philippe et al., 2009). Based on the self-determination theory and motivational tendencies of individuals (Deci & Ryan, 2000; 2002), Vallerand et al. proposed the Dualistic Model of Passion (DMP): Harmonious Passion (HP) and Obsessive Passion (OP).

Harmonious passion is the result

of the internalization of autonomous activity in human personality. Harmonious passion creates a strong desire to participate in the activity, however, it does not dominate the whole mind and remains under the control of the individual; still harmoniously combined with other elements of the individual's life. Obsessive passion is also the result of active internalization; however, it is derived from extrinsic or/and interpersonal pressures such as feelings of social acceptance or self-esteem (Mageau et al., 2009). Therefore, despite the love and desire for activities, individuals are controlled by worries of external origin, resulting in conflicts in activities, conflicts between activities under passion and other factors; restraining the individual's will for activities. Many studies affirmed the outstanding advantages of harmonious passion on professional performance (Egan, Turner, & Blachman, 2017; Indriasari, I., Setyorini, N., 2018); art and music (Bonneville-Roussy, Lavigne, & Vallerand, 2010); sports (Vallerand, Mageau, et al., 2008; Cid, Silva, Monteiro, Louro, & Moutão, 2016); video games (Bertran & Chamarro, 2016); physical and psychological health, personal satisfaction and happiness (Frederick L. Philippe et al., 2009, etc). According to assessment of Vallerand (2015), Ruiz-Alfonso & León (2018), Faheem Gul (2019), most of the studies on passion for activities are based on theoretical frameworks and dualistic

models of passion.

Studies of teachers' passion for teaching

Many people affirm the importance of passion for educational activity (Ruiz- Alfonso & León, 2016; Coleman & Guo, 2013). Education will fail if teachers and students have no passion in the classroom (Hargreaves, 1997). According to Day (2007), passion for teaching is a combination of emotions and intellectual ability, which creates the best outcomes in teaching. Many researchers (Zehm and Kottler, 1993; Fried, R, 2001; Liston & Garrison, 2004; Tugrul, 2013; Zuleica Ruiz-Alfonso et al., 2016) generalized the characteristics of teachers with passion for teaching: love for teaching activities; unconditional love for students; awareness of values of teaching work; care, enthusiasm, dedication and devotion to teaching and students; patience, tolerance and risk-taking; positive emotions; establishment of a good relationship and educational environment with colleagues and students.

The research by Day (2009), by Vallerand et al. (2008) shows that passion has a positive influence on teachers' teaching. Passion brings high efficiency in teaching and learning (Kim, 2017; Sein, 2017; Alonge et al., 2019). Teachers can deliver their passion to students, indirectly through emotional spread (Faheem Gul Gilal et al., 2019).

In a review study, Zuleica Ruiz-Alfonso et al (2018) reported that, most studies on passion in education focus on harmonious passion because of its positive impacts on education. Low Suet Fin, Zahari Ishak (2018) studied the passion for teaching on a sample of Malaysian and Chinese teachers and the findings show that the average score of harmonious passion is higher than obsessive passion. In the study of Carbonneau et al (2008), Bonneville-Roussy et al. (2013) and Alfonso & León (2016), harmonious passion increases teaching efficiency and teachers' satisfaction in comparison with obsessive passion. In his research, Hyunjin Kim (2013) determined the positive influence of harmonious passion on building trust and teaching efficiency of preschool teachers while obsessive passion has less influence. Many researchers pay attention to the influence of passion for teaching on improving the intellectual quality, creativity and personality of teachers (Zehm and Kottler, 1993; Celik, B, 2017); improve the self-efficacy of teachers, regardless of age, gender, marital status, professional qualification and working seniority (Fitzgerald L. Fabelico et al., 2020).

In general, passion for teaching is an important concept and has been studied from different aspects in many countries. However, in Vietnam, this issue

has received little attention and has hardly been researched according to a scientific theoretical basis.

Purposes of the study

This study is based on the theoretical framework of Vallerand et al. (2003, 2008) to determine the level of passion for child care and education; the impacts of passion on the intellectual quality and personality of teachers in teaching activities; determine the correlation between passion for activities, teacher's performance and job satisfaction; determine the correlation between the passion for teaching and origin of passion from the personal factors and professional experience of the surveyed preschool teachers as well as factors out of the teacher's professional activity.

Sample of surveyed objects

The surveyed participants are 650 teachers who are randomly selected from 10 preschools of 6 provinces/cities in three regions with differences in economic, cultural and educational conditions: Urban, rural (plain) and mountainous areas. Demographic structure characteristics of the sample group: Regarding the vocational training level: Intermediate level: 208 persons (32.0%), College level: 285 persons (43.84%), Bachelor and Master level: 157 persons (24.16 %). Regarding the duration of participation in child care & education: Below 10 years: 208 (32.0%); 10 – 20 years: 297 (45.69%), Over 20 years: 157 (22.3%). Regarding marital status: Unmarried/ childless: 237 (26.5%), married/child: 413 (65.5%). Location: Urban area: 234 (36.00%), Rural area: 264 (40.61%) and Mountainous area: 152 (23.38%). The demographic structure of the surveyed sample group is relatively consistent with the structure of Vietnamese preschool teachers today.

Study method

The study method is the scale of preschool teachers' passion for teaching and relevant factors, which is developed based on the scale used by Carbonneau et al (2008) in the study of teachers' passion for teaching. The scale consists of 67 items divided into 6 sub-structures:

(i) Preschool teachers' passion for teaching in general, consisting of 4 components, 20 items: Love for preschool child care and education (5 items); Awareness of the value of child care and education (5 items); Motivation for professional activities (5 items) and Time investment in child care and education (5 items). (ii) Harmonious

passion (6 items) and obsessive passion (6 items)). (iii) Origin of passion: Personal tendency (5 items) and passion from professional experience (5 items); (iv) Impacts of passion on intellectual quality (5 items) and professional personality (5 items); (v) Efficiency of preschool teachers' child care and education (5 items). (vi) Teacher satisfaction with child care and education (5 items). (vii) External factors of child care and education on teachers' passion (5 items).

Each item of the scale and the whole scale is determined according to five-level Likert: The lowest level: corresponding to 1 point and the highest level: corresponding to 5 points. Levels 2,3 and 4 between levels 1 and 5 are determined in the direction of increasing passion level.

The Cronbach's Alpha coefficient of the substructures in the scale ranges from 0.794 to 0.865. The value of the whole scale is 0.842, which shows that the scale ensures the sufficient credibility.

Findings

Passion for child care and education and factors related to passion among surveyed preschool teachers

Table 1 describes statistical data on passion for child care and education; passion elements; harmonious passion and obsessive passion as well as other individual factors related to preschool teacher's passion for activities. The findings showed that the passion for child care and education of the surveyed preschool teachers reached a high average level. Specifically, the mean score of passion for professional activity of preschool teachers is relatively high and focal (Mean = 4.01/5 ; SD = 0.45; Min = 1.88; Max = 4.88 and Median = 4.08). The scores of the elements of passion are presented as follows: Love for preschool child care & education (Mean = 4.12; SD = 0.58); Awareness of the value of child care & education for individual and society (Mean = 4.09; SD = 0.56); Time investment in child care and education (Mean = 4.04; SD = 0.5) and motivation for professional activities (Mean = 3.88; SD = 0.53). Mean scores of harmonious passion and obsessive passion reach 3.37 (SD = 0.31) and 2.78 (SD = 0.41), respectively. Personal factors creating the passion such as the tendency of love and closeness to children, dream of being a preschool teacher reach a mean score of 3.43 (SD = 0.42), and the score of successful/unsuccessful experiences in the work leading to passion reaches 3.32 (SD = 0.46). The average score of influence of passion on awareness and intelligence in child care and education reaches 3.91 (SD = 0.54) and the score of influence on the

teacher's professional personality quality reaches 4.14 (SD = 0.52). The teacher's efficiency in child care and education and teacher satisfaction with child care and education reaches high mean scores of 3.92 (SD

= 0.59) and 4.05 (SD = 0.53), respectively. The survey results also show that the objective factors of preschool affecting teachers' child care and education have a mean score of 3.25 (SD = 0.40).

Table 1: Passion for child care and education and factors related to passion of Vietnamese preschool teachers

Surveyed factors		Mean	SD	Min	Max	Median
The overall score of preschool teachers' passion for child care and education		4.01	0.45	1.88	4.88	4.08
Elements of passion	Love for preschool child care & education	4.12	0.58	2.00	5.00	4.20
	Awareness of the value of child care & education	4.09	0.56	1.80	5.00	4.20
	Motivation for professional activities	3.88	0.53	2.00	5.00	4.00
	Time investment in child care and education	4.04	0.50	1.00	5.00	4.00
Harmonious passion		3.37	0.31	2.17	5.00	3.36
Obsessive passion		2.78	0.41	1.67	4.17	2.74
Origin of passion from self-inclination		3.43	0.42	1.40	4.80	3.41
Origin of passion from work experiences		3.32	0.46	1.80	4.60	3.30
The impacts of passion on awareness and intelligence at work		3.91	0.54	2.20	5.00	4.00
The impact of passion on professional qualities and personality		4.14	0.52	2.00	5.00	4.20
Efficiency in child care and education		3.92	0.59	1.60	5.00	4.00
Satisfaction with child care and education		4.05	0.53	1.60	5.00	4.00
External factors affecting teachers' passion		3.25	0.40	2.00	4.20	3.20

Based on the data in Table 1, it can be seen that there is a difference in the mean scores between the surveyed variables. The question is how statistically significant is such difference? Table 2 is the results of the Paired Samples T-Test on the difference in mean scores according to the corresponding pairs of variables. According to the test, 8 out of 9 pairs of variables are statistically significant. Only the pair of average scores on the element "love for work"- the average score of occupational value in the passion for child care and education is not statistically significant. As such, in the preschool teachers' passion for child care and education, their love for professional activity

and their awareness of the value of child care and education to themselves and the society are two equal and most prominent elements; followed by time investment in child care and education and the last element is motivation for professional activity of passion. The tendency of harmonious passion is higher than the tendency of obsessive passion. The tendency of love and closeness to children, dreaming of being a preschool teacher lead to the fact that teacher's passion is greater than the origin of passion from successful/unsuccessful experiences at work. Passion has a stronger impact on professional qualities such as perseverance, self-belief, acceptance of difficulties at work than impacts on cognitive and intellectual aspects such as inquisitiveness, development of curiosity, creativity, discovery of new things, development of the ability of understanding and mastering themselves in the preschool teacher's child care and education.

Table 2: Paired Samples T-Test on the differences in mean scores by pairs of variables

Pairs of variables	Mean	Std. Error	95% Confidence Interval of the Difference	Sig. (2-tailed)
			Lower Upper	
Love for activity – Awareness of professional values	0.017	0.467	0.018	0.356
Love for activity – Motivation	0.227	0.416	0.095	0.000
Love for activity – Time investment	0.074	0.538	0.033	0.000
Awareness of professional values - Motivation	0.210	0.484	0.072	0.000
Awareness of professional values - Time investment	0.057	0.517	0.017	0.005
Motivation – Time investment	0.153	0.449	0.095	0.000

Harmonious passion	0.690	0.488	0.059	0.053	0.428	0.000
Obsessive passion						
Origins from individual from successful/unsuccessful experiences at work	0.110	0.517	0.020	0.024	0.104	0.002
Impacts of passion on awareness and intelligence – Impacts on professional qualities and personality	0.222	0.452	0.018	0.056	0.187	0.000

Table 3 shows the results of independent T-test and Anova test on the difference in mean scores of passion between groups of teachers according to demographic characteristics. Demographic factors include the teacher's residential area, marital status, professional qualifications and duration of child care and education. No difference in passion scores was found between groups of teachers by marital status and professional qualifications. The group of teachers in rural areas has a statistically significant lower passion score than the group of teachers in urban and mountainous areas while the passion scores between such two groups of teachers are similar. In term of duration of child care and education, the group of teachers who work for 10 to 20 years has higher score of passion, statistically significant in comparison with the group of teachers who work under 10 years and the group of teachers who work for over 20 years. There is no big difference between the group of teachers who work for over 20 years and those who work for below 10 years.

Table 3: Test the difference in the mean score of passion for child care and education of groups of teachers according to demographic characteristics.

Factors		N	Mean	SD	Difference			
					Mean	SE	95% CI	P
Residential area**	Urban area	234	4.05	0.46	-	-	-	-
	Rural area	264	3.94	0.50	-0.11*	0.114	-0.222	0.012
	Mountainous area	152	4.04	0.37	-	0.004	0.11	1.000
Marital status*	Yes	413	4.03	0.45	-	0.064	-	0.643
	No	23	3.9	0.4				

		7	7	6					
Educational qualification*	Intermediate	20	4.0	0.4	-	-	-	-	-
	College	28	3.9	0.5	-	0.0	-	0.02	0.13
	Undergraduate	15	4.0	0.4	-	0.0	-	0.07	1.00
		8	7	0	0.08	4	0.18	9	
		7	1	3	0.04	5	0.16	0	
Duration of child care and education **	Below 10 years	20	3.9	0.4	-	-	-	-	-
	10-20 years	29	4.0	0.4	0.05	0.0	-	0.15	0.02
	Over 20 years	15	3.9	0.4	-	0.0	-	0.05	0.45
		8	7	3	0.05	49	0.17	7	8

* Independent T test; ** Anova test

Linear correlation between passion score of preschool teachers and other relevant factors

Other objective of the study was to determine whether there is any correlation between the passion for child care and education and the factors related to activities of preschool teachers.

Table 4 describes the results of testing the correlation between the teacher's passion score and the following factors: Origin of passion; harmonious passion and obsessive passion; the impacts of passion on awareness and intelligence, on professional qualities and personality of teachers; performance and teacher satisfaction with professional activity. The results showed that there was a **positive correlation** between teachers' passion for child care and education and surveyed relevant factors. Particularly, the correlation between passion and factors of professional qualities and personality ($B = 0.702$; $R = 0.800$); the correlation between passion and child care and education performance ($B = 0.577$; $R = 0.755$) and the correlation between passion and intelligence at work ($B = 0.727$; $R = 0.727$) reached a **tight level**. The correlation between passion and job satisfaction of teachers reached a **moderate level** ($B = 0.531$; $R = 0.624$). Correlation between passion and the origin of passion from self-inclination ($B = 0.402$; $R = 0.371$); correlation between passion and the origin of passion from successful/unsuccessful work experiences ($B = 0.340$; $R = 0.346$), correlation between passion and harmonious passion ($B = 0.415$; $R = 0.418$) and obsessive passion ($B = 0.226$; $R = 0.204$) **reached a weak level**. External factors of child care and education affecting teachers' passion were also weak ($B = 0.459$; $R = 0.403$).

Table 4: Linear correlation between Passion score and quality factors of professional passion, influential factors

Factors	R	R ²	B	SE of B	p
Origin of passion from self-inclination	0.371	0.138	0.402	0.040	0.000
Origin of passion from work experiences	0.346	0.120	0.340	0.036	0.000
Harmonious passion	0.418	0.175	0.415	0.053	0.000
Obsessive passion	0.204	0.042	0.226	0.033	0.000
Awareness and intelligence at work	0.727	0.529	0.673	0.023	0.000
Professional qualities and personality	0.800	0.640	0.702	0.021	0.000
Efficiency in child care and education	0.755	0.566	0.577	0.020	0.000
Satisfaction with child care and education	0.624	0.389	0.531	0.031	0.000
External factors affecting teachers' passion	0.403	0.163	0.459	0.041	0.000

Multiple linear regression model of factors related to the passion of preschool teachers

In order to test the level of predictive influence of factors on teachers' passion for child care and education, we used a multiple linear regression model. The results of the model are presented in Table 5. The factors included in the predictive model are the teacher's professional qualification, residential area, marital status, duration of child care and education, origin of passion, the tendency of harmonious passion and obsessive passion, impacts of passion on awareness, intelligence and professional personality, efficiency in child care and education and teachers' satisfaction with their work. The model explained 72.8% of the variation of teachers' passion scores. The factors in a statistically significant relationship with the teacher's passion score variation, respectively (from high to low) are presented as follows: Efficiency in child care and education $B = 0.358$ [95% CI 0.317- 0.400]; Qualities and professional personality of teachers $B = 0.183$ [95% CI 0.137- 0.229]; Awareness and intelligence at work $B = 0.172$ [95% CI 0.134- 0.210]; work satisfaction $B = 0.109$ [95% CI 0.073 - 0.145]; Origin of passion from self-inclination $B = 0.106$ [95% CI 0.135- 0.206]; Harmonious passion $B = 0.092$ [95% CI 0.038- 0.147]; Origin of passion from work experiences $B = 0.051$ [95% CI 0.015- 0.087]. In addition, obsessive passion as well as demographic factors such as professional qualification of teachers, residential area, marital status, duration of child care & education and external impacts of child care and education on teachers' passions have hardly predictive effects on the variability of teachers' passions ($P > 0.05$).

Table 5: Multiple linear regression model of

factors related to teacher's passion

Factors		B	SE	95% CI of B		p
				Lower Bound	Upper Bound	
Professional qualification	Intermediate	-0.007	0.012	-0.018	0.013	0.542
	College	-0.006	0.008	-0.022	0.016	0.621
	Undergraduate	-0.005	0.010	-0.024	0.015	0.36
Marital status (get married and children)		-0.011	0.016	-0.042	0.019	0.461
Residential area	Rural area	0.006	0.007	-0.015	0.018	0.456
	Urban area	0.004	0.009	-0.014	0.022	0.649
	Mountainous area	0.005	0.008	-0.012	0.024	0.543
Duration of child care and education	Below 10 years	-0.012	0.008	-0.028	0.007	0.245
	10-20 years	-0.011	0.010	-0.030	0.009	0.275
	Over 20 years	-0.010	0.009	-0.029	0.008	0.316
Origin of passion from self-inclination		0.106	0.021	0.055	0.206	0.003
Origin of passion from work experiences		0.051	0.018	0.015	0.087	0.006
Harmonious passion		0.092	0.028	0.038	0.147	0.001
Obsessive passion		-0.011	0.021	-0.052	0.030	0.601
Awareness and intelligence at work		0.172	0.019	0.134	0.210	0.000
Professional qualities and personality		0.183	0.024	0.137	0.229	0.000
Work satisfaction		0.109	0.018	0.073	0.145	0.000
Efficiency in child care and education		0.358	0.021	0.317	0.400	0.000
External factors affecting teachers' passion		0.010	0.021	-0.031	0.051	0.640
R = 0.855; R ² = 0.731; R ² adjust = 0.728; F = 217.792; Panova < 0.001; B0 = 0.351						

Discussions

According to our knowledge, this is the first study to survey the passion for preschool child care and education of Vietnamese preschool teachers. This study shows that, in general, Vietnamese preschool teachers have a high average passion for child care and education. This result is consistent with the findings in many studies in other countries about teachers' passion for professional activity, such as in Korea (Hyun Kim, 2017); Pakistan (Faheem Gul Gilal et al., 2019); Philippines (Fitzgerald L. Fabelico, Bonimar T. Afalla (2020), Portugal (Ruiz-Alfonso and León (2016). Reference to theoretical model of the contents of passion for activities (Vallend et al., 2003), Vallend, 2008), among surveyed preschool teachers, the contents of passion for child care and education reached an average high level. Particularly, love for children, love for work and awareness of meanings and values of child care and education are more prominent than the motivation for activities and spending a lot of time and efforts on work. The studies by Day (2004), Ruiz-Alfonso and León (2016), Faheem Gul Gilal et al (2019) and many others also gave similar results. In the passion of preschool teachers, the harmonious passion prevails over the obsessive passion in terms of the extent and impacts on other factors of the teacher in child care and education. This finding is also clearly expressed in the studies of Ruiz-Alfonso, Z., & León, J. (2016); Hyun Kim (2017), Low Suet Fin, Zahari Ishak (2018).

There is no difference in passion for childcare and education between groups of teachers in terms of marital status (get married/have children and get unmarried and childless) and between groups with different professional qualifications from intermediate, college to bachelor levels in pedagogy. The studies of Bonneville-Roussy et al. (2013), Fitzgerald L. Fabelico et al (2020) also gave similar results. However, preschool teachers who reside in rural areas have lower passion than teachers in urban and mountainous areas.

Preschool teachers' passion for child care and education originates from personal inclinations such as love for children, love for child care and education and from successful or unsuccessful experiences in the teacher's child care and education. However, the positive emotions of individual seem more dominant. The truth is that in Vietnam, the child care and education is very heavy, requiring high responsibility, a lot of pressure and full of risks, while the salary is ranked last in the salary scale of teachers. Therefore, many teachers choose the child care and education because of their positive feelings towards children and belief in work rather than because of financial

income from salary. This is interesting for those who are in charge of recruiting students into training institutions to become preschool teachers. Passion, especially harmonious passion, has a positive impact on the awareness, intelligence, professional qualities and personality of preschool teachers. Passion is also related to performance and teacher satisfaction with work. Such impacts and relationship are also found in many studies on passion of teacher at all level (Carbonneau et al., 2008; Hyun Kim, 2017; Alfonso & León, 2016; Celik, B, 2017; Fitzgerald L. Fabelico et al., 2020). On the other hand, preschool teachers' passion is also affected by such factors and it will be transformed and enhanced when the above factors are improved. In other words, the personal factors of surveyed preschool teachers are predictable and positively affect the growth of passion while the impact of external factors such as material conditions, facilities for child care and education, professional support from colleagues or parents have a not too strong, non-predictive influence on the change of passion. This result shows that preschool teachers' passion is self-determined (Deci, E. L., & Ryan, R. M., 2002) and natural (Frederick L. Philippe et al., 2009). As a result, preschool teachers' passion for child care and education is sustainable and develops through the teachers' dedication, personal efforts and self-adjustment in professional activity.

Conclusion

In general, our study determined that Vietnamese preschool teachers' passion for child care and education is at a high average level. The highlight of passion is the positive emotional component towards children and the tendency of love for child care and education that prevails over other components; Harmonious passions prevail over obsessive passion. Teachers' passion has a positive impact on child care and education; performance and teacher satisfaction with work. At the same time, the teachers' self-motivated factors are predictive agents of the change and growth of passion in child care and education. These are good signals which contribute to improving the quality of the training organization as well as sustainable development of professional capacity of Vietnamese preschool teachers.

This is the first study on the passion of Vietnamese preschool teachers, therefore, the aspects of teachers' passion, including the relationship between passion for activities and occupational responsibility as well as the physical and psychological well-being of preschool teachers have not been completely solved. It is hoped that the future studies can solve such shortcomings in

the passion for activities of Vietnamese preschool teachers.

REFERENCES

- [1] Hatfield, E., & Walster, G.W. (1978). A new look at love. Reading, MA: Addison-Wesley.
- [2] Krapp, A. (2002). Structural and dynamic aspects of interest development: Theoretical considerations from ontogenetic perspective. *Learning and Instruction*, 12, 383-409
- [3] Frijda NH, Mesquita B, Sonnemans J, Van Goozen S (1991): The duration of affective phenomena or emotions, sentiments and passions. In *International review of studies on emotion*. Volume 1. Edited by: Strongman KT. New York: Wiley; 1991:187-225
- [4] Baum JR, Locke EA (2004): The relationship of entrepreneurial traits, skill, and motivation to subsequent venture growth. *Journal of Applied Psychology* 2004, 89: 587-598.
- [5] Csikszentmihalyi, M. (1978). Intrinsic rewards and emergent motivation. In M.R. Lepper & D. Greene (Eds). *The hidden costs of reward*, p205-216. Hillsdale, NJ: Erlbaum;
- [6] Nakamura, J., & Csikszentmihalyi, M. (2003). The construction of meaning through vital engagement. In C.L.M. Keyes & J. Haidt (Eds), *Flourishing: Positive psychology and the life well-lived*, 83-104, Washington, DC: American Psychology Association
- [7] Vallerand, R. J., & Houlfort, N. (2003). Passion at work: Toward a new conceptualization. In D. Skarlicki, S. Gilliland, & D. Steiner (Eds.), *Social issues in management* (pp. 175-204). Greenwich, CT: Information Age
- [8] Vallerand, R.J (2008). On the Psychology of passion: In search of what makes people's lives most worth living. *Canadian Psychology*, Vol 49, No 1, p 1-13.
- [9] Virender, Kapoor (2007) *The Greatest secret of success: Your passion quotient*. Macmillan publishers India limited.
- [10] Shyam. S. Salim and Nivedita Shridar (2016) *Passion quotient – The greatest secret to success*. In: *Training Manual on Theeranaipunya – Equipping Fisherwomen Youth for Future*. ICAR-Central Marine Fisheries Research Institute, Kochi, pp 87-91.
- [11] Frederick L. Philippe, Robert L. Vallerand and Geneviève L. Lavigne (2009). Passion does make a difference in People's lives: a look at Well-being in Passionate and Non-Passionate individuals. *Applied psychology: Health and well-being*, 1(1), 3-22.

- [12] Deci, E.J., & Ryan, R.M. (2000). "The "What" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268)
- [13] Deci, E. L., & Ryan, R. M. (Eds.) (2002). *Handbook on self-determination research: Theoretical and applied issues*. Rochester, NY: University of Rochester Press.
- [14] Mageau GA, Vallerand RJ, Charest J, Salvy S-J, Lacaille N, Bouffard T, Koestner R, (2009): On the development of harmonious and obsessive passion: The role of autonomy support, activity valuation, and identity processes. *Journal of Personality* 2009, 77: 601–645.
- [15] Egan, R., Turner, M., & Blackman, D. (2017). Leadership and employee work passion: Propositions for future empirical investigations. *Human Resource Development Review*, 16(4), 394–424. doi:10.1177/1534484317724634
- [16] Indriasari, I., Setyorini, N. (2018). The impact of work passion on work performance: the moderating role of P-Ofit and meaningfulness of work. *Diponegoro International Journal of Business* Vol. 1, No. 1, 2018, pp. 26-32.
- [17] Bonneville-Roussy, A., Lavigne, G. L., & Vallerand, R. J. (2010). When passion leads to excellence: The case of musicians. *Psychology of Music*, 39(1), 123–138.
- [18] Vallerand, R.J., Mageau, G.A., Elliot, A., Dumais, A., Demers, M.A., & Rousseau, E.L. (2008). Passion and performance attainment in sport. *Psychology of Sport and Exercise*, 9, 373-392;
- [19] Cid, L., Silva, A., Monteiro, D., Louro, H., & Moutão, J. (2016). Paixão, Motivação e Rendimento dos Atletas de Natação. *Revista Iberoamericana de Psicología del Ejercicio y el Deporte*, 11(1), 53–58.
- [20] Bertran, E., & Chamarro, A. (2016). Videogamers of league of legends: The role of passion in abusive use and in performance. *Adicciones*, 28(1), 28–34.
- [21] Vallerand RJ (2015). *The Psychology of Passion: A Dualistic Model*. Series in Positive Psychology. New York: Oxford University Press.
- [22] Zuleica Ruiz-Alfonso và Jaime León (2018), Teaching quality: relationships between passion, deep strategy to learn and epistemic curiosity. *International Journal of Research, Policy and Practice*, Vol 30, 2019-Issue 2, 212-230.
- [23] Faheem Gul Gilal, Nisar Ahmed Channa, Naeem Gul Gilal, Syed Mir Muhammad Shah (2019). Association between a teacher's work passion and a student's work passion: a moderated mediation model. *Psychology Research and Behavior Management*, 2019, Vol 12, p.889-900.
- [24] Coleman LJ, Guo A (2013). Exploring children's passion for learning in six domains. *J Educ Gifted*. 2013;36 (2):155–175.
- [25] Hargreaves, A. (Ed). (1997). *Rethinking Educational Change With Heart and Mind*. Alexandria, VA: Association for Supervision and Curriculum Development
- [26] Day, C. (2007). *A passion for teaching*. Nottingham: University of Nottingham
- [27] Zehm, S. J., & Kottler, J. A. (1993). *On Being a Teacher: The Human Dimension*. Thousand Oaks, CA: Corwin Press.
- [28] Fried, R. (2001). *The Passionate Teacher: A Practical Guide*. Boston: Beacon Press.
- [29] Liston DP, Garrison JW, (Eds.), (2004) *Teaching, Learning, and Loving: Reclaiming Passion in Educational Practice*. New York: Routledge Falmer.
- [30] Tugrul, C. (2013). A passionate teacher: teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 437- 442.
- [31] Ruiz-Alfonso Z, León J (2016). The role of passion in education: a systematic review. *Educ Res Rev*. 2016;19:173–188.
- [32] Day, C. (2009). A passion for quality: Teachers who make difference. *Tijdschrift Voor Lerarenopleiders*, 30(3), 4-13.
- [33] Hyun Kim (2017). Early Childhood Preservice Teachers' Passion and their sense of Teacher Efficacy. *Journal of Education and Human Development*, Vol6, No 1, pp 44-52.
- [34] Serin, H. (2017). The Role of Passion in Learning and Teaching. *International Journal of Social Sciences & Educational Studies*, Vol.4, No.1, pp.60-64.
- [35] Bolarinwa Dapo Alonge, Ogunmilade Johnson Olusesan, Olaoye Ajibove Ojo, Abiodun Eunice Olatide (2019). Teachers' Fairness and Passion for Teaching as Correlates of Secondary School Student Academic Performance in Ekiti State, Nigeria. *Public Policy and Administration Research*, Vol 9, No 12.
- [36] Zuleica Ruiz-Alfonso, Lidia Santana Vega, Elina Vilar Beltran (2018). What about passion in Education? The concept of passion, why it is important and how teachers can promote it. *European Scientific Journal*, ESJ, 14 (1), 19.
- [37] Low Suet Fin, Zahari Ishak (2018). Educational Beliefs and Passion among

- Preservice Teachers: A Comparative Statistical Analysis. *The Educational Review, USA*, 2(5), 281-288
- [38] Carbonneau, N., Vallerand, R., Fernet, C., Guay, F. (2008). The Role of Passion for Teaching in Intrapersonal and Interpersonal Outcomes. *Journal of Educational Psychology*, Vol. 100, No. 4, 977–987.
- [39] Bonneville-Roussy, A., Vallerand, R.J., & Bouffard, T. (2013). The roles of autonomy support and harmonious and obsessive passions in educational persistence. *Learning and Individual Differences*, 24, 22-31.
- [40] Hyunjin Kim (2013), Passion on teaching Belief and Efficacy, *Human Development and Family Studies Publications. Academic Exchange Quarterly*, 17(4), 20-27.
- [41] Celik, B. (2017). Teaching Profession and Passion. *International Journal of Social Sciences & Educational Studies*. Vol.4, No.2 (Special Issue), pp.85-92.
- [42] Fitzgerald L. Fabelico, Bonimar T. Afalla (2020). Perseverance and passion in the teaching profession: teachers' grit, self-efficacy, burnout and performance. *Journal of Critical Review*, Vol 7, Issue 11.