



Compassion and Passion for Teaching Belief: The Mediating Effect of Teacher Sense of Efficacy

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ABSTRACT

The purpose of this study was to determine the compassion and passion for teaching belief the mediating effect of teacher sense of efficacy public secondary school teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers among public schools in Mati City. The researcher utilized total enumeration sampling technique the statistical tools mean, Pearson r, and Medgraph using Sobel z-test. From the results of the study, it was found that there is a high level of compassion, very high on passion for teaching belief and high for teacher sense of efficacy. Also, results revealed that there is a significant relationship between compassion and passion on teaching, compassion and teacher efficacy and teacher efficacy and passion on teaching. Further, teacher sense of efficacy has partial mediating effect on the relationship between compassion and passion for teaching belief of public secondary school teachers. This implies that faculty spirituality plays a crucial role in work attitude, and also contributes to the relationship between school organization climate and work attitude.

Keywords: *education, faculty spirituality, school organizational climate, work attitude, teachers, mediating effect, Philippines SDG Indicator: #4*

INTRODUCTION

Finding a teaching job can suck. The reality is that most teachers don't choose what they teach, rather, they accept a position and teach what they're told to teach, and if necessity is the mother of invention, job scarcity is the mother of versatile teachers (Talapatra, Parris, & Roach, 2020). These strict standards sometimes cause teachers to feel stifled and uncreative, and they become disillusioned with their jobs, losing their passion. Unfortunately, while many teachers enter their jobs with this passion and drive, some feel this spark dim as their careers progress. Some teachers struggle to manage classrooms, meet national educational standards, and communicate with administrative leaders, hindering their abilities to create their desired classroom environments. Sadly, despite the passion many teachers possess, they choose not to remain in the classroom (Mousa & Arslan, 2023).

More importantly, passion for teaching is a cornerstone of effective education, playing a crucial role in both teachers' personal satisfaction and students' academic success. When teachers are passionate about their work, they are more likely to engage deeply with their students, fostering an environment of enthusiasm and creativity. This passion often translates into better lesson plans, more meaningful interactions, and a greater investment in student outcomes. Students are more likely to be inspired and motivated when they see their teachers genuinely care about their subjects and their learning (Lajom, Tolentino, Sverdlik, Mitchell, & Vallerand, 2024).

Furthermore, passionate teachers serve as role models, demonstrating the value of lifelong learning and curiosity. Their energy and dedication can create a positive classroom culture, making learning more enjoyable and stimulating for students. This passion also helps teachers adapt to the diverse needs of their students, finding innovative ways to teach and problem-solve, which ultimately improves educational outcomes (Rickey, & Wisehart, 2024).

Moreover, to this day, extensive research on passion for teaching have been taking place (Matos, Albuquerque, Galhardo, Cunha, Lima, Palmeira, & Gilbert, (2022). Nurturing Compassionate Schools: A randomized controlled study of the efficacy of a Compassionate Mind Training program for teachers. Researchers on passion for teaching have focused on the effects of such compassion and teacher efficacy. There are still other factors that affect passion for teaching. The findings from a previous study by Scroggs, (2021), Teaching with Passion and Compassion in Challenging Times: A Narrative Inquiry into Elementary Teachers' Experiences in Georgia, suggested that Teachers remain passionate about teaching when they maintain a healthy lifestyle and find ways to reduce their stress. Additionally, Matos, Albuquerque, Galhardo, Cunha, Lima, Palmeira, & Gilbert, (2022). Nurturing Compassionate Schools: A randomized controlled study of the efficacy of a Compassionate Mind Training program for teachers.

There are several studies that explore the correlation between compassion, passion, and teaching effectiveness. One prominent study, "Teacher Passion and Teacher Burnout: A Study on the Role of Emotional Intelligence and Teacher Compassion" (2020), by authors like (O'Rourke, Oortwijn, & Schuller, 2020) delves into how both passion and compassion influence teacher burnout, well-being, and overall effectiveness.

All these can impact employees' working capacity, social integration, opportunities, and many others. When employees are delighted with their passion for teaching, they become more dedicated to their job which could result in higher efficiency and productivity. Passion has been defined as a strong inclination toward a self-defining activity (or object) that one likes (or even loves), finds important, and in which he/she devotes time and energy on a regular basis (Vallerand, Chichekian, Verner-Filion, & Bélanger, 2023). The passionate activity is freely chosen, interacts harmoniously with various aspects of life, (Wasylikiw, Hanson, Lynch, Vaillancourt, & Wilson, 2020), avoid guilt and enhance compassion, or by the sense of excitement deriving from performing the activity.

There was an urgency to conduct this study because, as a teacher who is presently assigned Davao Oriental, the existing situation in the public schools show that there are still a number of problems and issues involving the teacher efficacy on public school teachers despite the implementation of various national and local programs which aim to provide teachers with a variety of benefits, thereby improving their compassion and passion on teaching.

Furthermore, there are no similar studies which deal with the compassion and passion for teaching: the mediating effect of teacher efficacy in Davao Oriental. Existing studies are only on Passion for teaching: Self-efficacy of elementary special education teachers who have persisted in the special education teaching field for at least 5 years. Lail (2020) and Nurturing Compassionate Schools: A randomized controlled study of the efficacy of a Compassionate Mind Training program for teachers. Matos, Albuquerque, Galhardo, Cunha, Lima, Palmeira, & Gilbert, 2022). Also, the outcome of the study will also help become an asset to the world of literature. Hence, making this study a generation of new knowledge that can give specific contribution to the field of education. Furthermore, results can be used to develop or augment practices of the teachers as to their compassion and passion for teaching on effect of teacher efficacy. Thus, the need to conduct this study.

The intention of this study is to probe on the mediating teacher efficacy

on the relationship between compassion and passion for in selected cities in Davao Oriental. Moreover, this study has the following objectives. Specifically, the study seeks to attain the following objectives to evaluate the level of compassion in terms of component, kindness, common humanity, mindfulness, indifference, separation; and disengagement.

The last objective was to determine if the mediating effect of teacher efficacy on the relationship between compassion and passion. The following null hypotheses are treated at 0.05 level of significance. There is no significant relationship between compassion and passion, compassion and teacher efficacy and teacher efficacy and passion and to find out the mediating role of teacher sense of efficacy on the relationship between compassion and passion for teaching belief.

In addition, at the significance level of 0.05, the following null hypotheses were investigated. There was no significant link between There is no significant relationship between compassion and passion, compassion and teacher efficacy and teacher efficacy and passion. Second, there is no mediating mediating role of teacher sense of efficacy on the relationship between compassion and passion for teaching belief.

An effective teacher must also be effective model in all aspects especially in values integration. They added that concepts taught in class are entirely useless if the teacher's actions does not conform what he or she has taught in class, thus, to realize the teacher's student engagement a teacher must be cautious enough to become a good implementer because there are learners that are always ready to absorb and replicate what they do whether these are good or bad (Segarra, & Julià, 2022).

Many teachers discover their passion for teaching at a young age. They may be influenced by a family member, but their compassion may also be discovered through positive or negative experiences with former teachers. However, having compassion does not indicate that challenges will not occur. Since challenges are part of life, teachers understand that challenging experiences will occur in the classroom as well, but many believe that their passion for teaching will help them endure the difficulty they experience (Ismailos, Gallagher, Bennett & 2022).

Figure 1 shows the conceptual model showing the relationships of the variables. The independent variable is the compassion which has six indicators, namely: kindness or the quality of being friendly, generous, and considerate, common humanity or the idea that humans are innately social and have a As mentioned earlier, among the many published studies of passion and compassion in general and in education in particular, most have been conducted in developed countries, which indicates a need for similar studies to be carried out in developing countries, in order to provide a more comprehensive picture of the phenomena in question and to extend understanding in this domain to developing countries in general and specifically in the field of education.

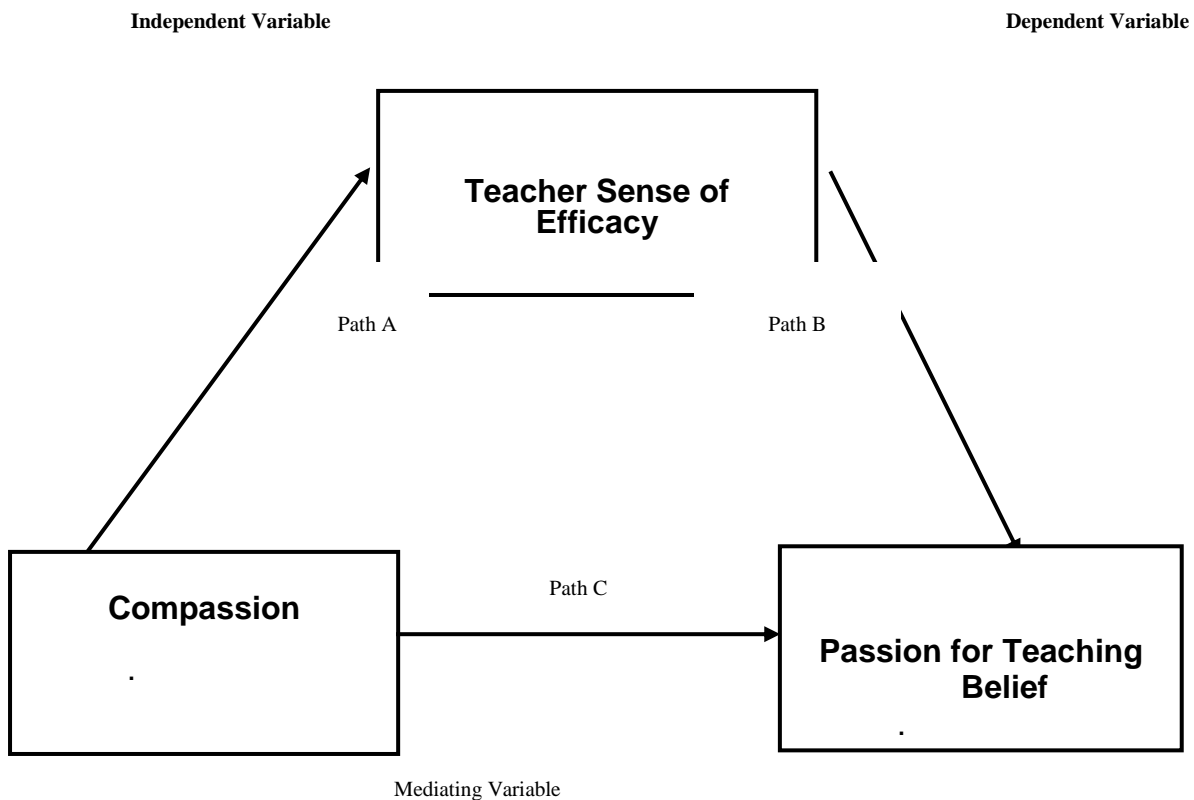


Figure 1. Conceptual Framework Showing the Variables of the Study

Moreover, while studies of passion and compassion conducted in developed countries have produced a wealth of knowledge and understanding of these phenomena, the great majority have been grounded in theories which originated and were elaborated in those countries. They offer an understanding of individuals' passion and compassion closely related to their social setting and to the reality of the social, economic and cultural background of their communities.

The findings of the present study will extend understanding of the factors affecting teachers' passion and compassion, thus helping to fill the gap in the literature regarding such studies in developing countries. It is also hoped that the recommendations of the study will contribute to the formulation of new governmental policies in order to enhance job satisfaction and motivation among its teachers and to ensure that civil servants, including teachers, are more satisfied.

Finally, it is hoped that the findings will provide valuable information and act as a springboard for further research related to other groups of teachers.

METHOD

Research Respondents

There were 300 respondents of the study who were secondary public school teachers in schools of Davao Oriental was chosen as the research setting as part of the research subjects. With a desire to give everyone a chance to be included in the study, a total population sampling was used. Total population sampling is a design where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012). Out of the total population, 300 respondents were utilized as the sample size of the study. St. Olaf College, (2024) indicates that for population under 1,000, a minimum ratio of 30 percent or 300 individuals is advisable to ensure representativeness of the sample. In particular, the respondents are public secondary school teachers who are currently employed for the School Year 2020- 2024 as they are the ones who were in the position to provide useful information to test the hypothesis of the study.

Those elementary teachers and staff were excluded as respondents and those even if one year under the elementary and secondary public schools in areas outside of Davao Oriental were excluded in the study, for they were in different work environment and supervision. Also, teachers who are working in the private schools whether in the same identified areas including those teachers who hold managerial or supervisory positions were excluded in the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating the survey. They were not forced to answer the research questionnaire and encouraged to return the same to the researcher for its automatic disposal.

Teachers are willing to submit themselves and were permitted by their school heads to undergo the survey to be conducted. Teachers in high school Region XI are not included in the study. Those teachers who voluntarily agreed with the informed consent were included in the survey, hence, teachers who clearly confessed their denial were excluded from the study. Further, the researcher considered teachers who decided to withdraw or back out during the actual administration of the survey questionnaires and those who want to withdraw will not be penalized.

Materials/ Instruments

This study utilized three instruments. The first measure the level of the questionnaire deals with the independent variable. The first part of the instrument deals compassion with the indicators such component, kindness, common humanity, mindfulness, indifference, separation; and disengagement (Neff, 2003).

The scale for passion as indicated by Passion Scale (Vallerand et al., 2003) was taken into consideration in the choice or selection of indicators used in the study. It works values focuses on harmonious passion and obsessive passion. The instrument used in the study was adapted from the standardized survey questionnaire dealt with the teacher efficacy with indicators such as engagement of student, strategies of instruction, and management of classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). The consolidated results from the validation of the experts obtain an average weighted mean of 4.74 which has a verbal description of excellent. Since Cronbach's Alpha spanned from 0 to 1, it was used for reliability testing to evaluate the internal consistency of the measures. The closer the alpha coefficient is to 1, the more internally consistent the items it evaluates. (Zaiontz, & Cochrane, 2022).

The following outcomes were observed: exemplary teacher characteristics (30 items) obtained a coefficient of 0.93, implying an excellent internal consistency; a coefficient of 0.71 obtained under interpersonal reactivity (20 items), suggesting an acceptable internal consistency, organizational climate (70 items) with 0.81 obtained coefficient characterized with good internal consistency likewise with keeping quality teacher (15 items) with obtained coefficient of 0.85, such implication follows the principles observed by Glen (2023). Since Cronbach's Alpha spanned from 0 to 1, it was used for reliability testing to evaluate the internal consistency of the measures.

In evaluating the on compassion and passion for teaching and teacher efficacy, these are the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedures

This study utilized quantitative non-experimental design of research using correlational technique. This kind of design according to De Vaus (2001) provides summary data specifically measures of central tendency including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations multiple variables by using tests such as Pearson. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, & Pachori, 2013). This technique was appropriate since the study aims to determine the passion and passion for teaching: the mediating effect of teacher efficacy (Creswell, & Poth, 2016).

Moreover, the mediation process was used to determine whether the relationship between compassion as the independent variable and passion for teaching as the dependent variable is significantly reduced after inclusion of the mediator variable- teacher sense of efficacy. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2012).

The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation and the corrections are included and integrated. The final copies were submitted to panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the gathering of data.

The following statistical tools were used in the computation of data and

testing the hypotheses at 0.05 level of significance: *mean* was used to determine the level of compassion, passion for teaching and teacher sense efficacy. *Pearson Product Moment Correlation (Pearson r)* was used to determine the significance of the relationship between compassion and teacher sense efficacy and teacher sense efficacy and passion for teaching and compassion and passion for teaching among public secondary school teachers.

Medgraph using Sobel Z test was used to determine the significance of the mediation of teacher sense efficacy on compassion, passion for teaching among public secondary school teachers.

In the conduct of this study especially before the data were gathered, ethical issues and considerations were dealt with. The participation of the respondents was completely voluntary and anonymous and all data gathered were kept confidential in adherence to the Data Privacy Act of 2012. Informed consent was secured and signed by all the respondents involved in the study. The respondents were carefully selected based on the criteria provided in the research.

Presented in this chapter are the results, interpretation, and analysis of findings. Results are presented in the following order: level of compassion, level of passion for teaching, level of teacher sense of efficacy, the significant relationship of compassion and teacher sense efficacy and teacher sense efficacy and passion for teaching and compassion and passion for teaching among public secondary school teachers.

Compassion

The result of the analysis and interpretation of the data gathered are presented in this section. The order of presentation follows that of the study objectives. Presented in Table 1 is the level of compassion which revealed an overall SD of 0.25 and a total mean rating of 4.20 labeled as High. It can also be viewed from the table that the indicators *kindness* gained the highest mean score of 4.32 described as Very High. Followed by *disengagement with* a mean score of 4.28 descriptively described as Very High. Next, *Common Humanity* and *Mindfulness* both gained with a mean score of 4.22 described as Very High. *Separation* got the lowest mean score of 4.09 or High. The level of compassion is very high, resulting from the very high and high levels responses. This indicates that the measure is always manifested

Table 1*Level of Compassion*

| Items | SD | Mean | Descriptive Level |
|-----------------|-------------|-------------|-------------------|
| Kindness | 0.37 | 4.32 | Very High |
| Common Humanity | 0.40 | 4.22 | Very High |
| Mindfulness | 0.39 | 4.22 | Very High |
| Indifference | 0.67 | 4.11 | High |
| Separation | 0.49 | 4.09 | High |
| Disengagement | 0.38 | 4.28 | Very High |
| Overall | 0.25 | 4.20 | High |

A high level of compassion in teachers indicates that they are deeply empathetic and committed to the well-being of their students, often going beyond the basic requirements of their role to provide emotional support, care, and understanding. When teachers exhibit a high level of compassion, they play a critical role in shaping a supportive, engaging, and emotionally safe classroom environment. Their compassion not only aids in the academic success of their students but also helps build their students' emotional and social well-being, leading to a more holistic educational experience.

The very high compassion of teachers as viewed by the teachers is

congruent to the ideas of Gueldner and Feuerborn (2022), Keltner (2021), and Jinpa (2021) (2021) that leaders and teachers who build positive relationships, will in most instances generate a spirit of cooperation with their workers (and students). Compassion as a leadership dynamic communicates to others a quality of being compassionate (Jinpa, 2021). In addition, compassion has the potential to alleviate stress and suffering for the individual leader. Through meditation practices that focus on the well-being of self, self-compassion underscores the need for leaders to carefully analyze their own efficacy (Neff, 2021).

Passion for Teaching Beliefs

The level of passion for teaching was analyzed based on the obtained and computed mean ratings of the indicators: passion criteria, harmonious passion and obsessive passion. Table 2 revealed that passion for teaching has an overall SD of 0.32 and a Very High level with an overall mean score of 4.32. Furthermore, the indicator obsessive passion gained the highest mean score of 4.49 described as Very High. It is followed by passion criteria with a mean score of 4.36 descriptively described as Very High. In contrast with the lowest

Table 2

Level of Passion on Teaching Beliefs

| Indicators | SD | Mean | Descriptive Level |
|-------------------|-------------|-------------|-------------------|
| Passion Criteria | 0.51 | 4.36 | Very High |
| Harmonious Pasion | 0.43 | 4.17 | High |
| Obsesive Passion | 0.39 | 4.49 | Very High |
| Overall | 0.32 | 4.34 | Very High |

indicator of harmonious *pasion* with a mean score of 4.17 or High.

A very high level of passion for teaching beliefs indicates that a teacher holds a deep, intrinsic commitment to the profession, driven by strong personal values and a profound desire to positively influence students' live. Similarly, Zehm and Kottler (2023) define passionate teachers as those who love the work they do. Passion is essential for quality and effective learning. It is a factor that increases the performance of teachers, and encourages them for more student achievement. Passionate teachers are committed to creating an effective learning environment and increase the learning potential of students. Passion contributes to creativity, thus passionate teachers have more thinking skills and can easily produce new ideas.

This is in line with various authors (Bakhshi, & Golshan,2020); Bocar & Borg, 2019) stating that Teachers' passion and commitment are elusive concepts in contributing their students productivity coupled with dedication as part of their meaningful experience. Passion matters because it motivates and encourages teachers. It's a motivational aspect that influences the success of the instructor. It pushes teachers to achieve a higher student achievement. Passionate teachers build an effective learning atmosphere and improve students' ability. Their courage and determination to their schools and the accomplishment of successful education is the product of their commitment and commitment (Mart, 2023)

Teachers' Sense of Efficacy

Shown in table 3 are the mean scores for the items of *teachers' sense of efficacy* with an overall SD of 0.31 and a total mean rating of 4.11 labeled as Very High. The very high level could be attributed to the very high rating given by the teachers in most of the teachers' sense of efficacy items. This signifies that the teachers' responses to the teachers' sense of efficacy items were sometimes manifested in most of the cases.

The cited overall mean was the result gathered from the computed mean scores of all items of teachers' sense of efficacy. The item *controlling disruptive behavior in the classroom* has the highest mean of 4.55. This means that the teachers have very healthy relationships in school. On the other hand, the item *keeping problematic students from ruining an entire lesson* has the lowest mean which is 3.83. This means that the teachers have a high sense of teaching efficacy.

Table 3

Level of Teachers' Sense of Efficacy

| Items | SD | Mean | Descriptive Level |
|---|------|------|-------------------|
| Getting through to the most difficult students. | 0.65 | 3.90 | High |
| Having the ability to help students think critically. | 0.61 | 4.07 | High |
| Motivating students who show low interest in school work. | 0.65 | 4.04 | High |
| Helping students' value learning. | 0.81 | 4.24 | Very High |
| Improving the understanding of student who is failing. | 0.53 | 4.02 | High |
| Responding to difficult questions from students. | 0.55 | 4.07 | High |
| gauging student comprehension of what they have thought. | 0.78 | 4.14 | High |
| Adjusting lessons to the proper level for individual students. | 0.80 | 3.92 | High |
| Extending alternative explanation for example when students are confused. | 0.63 | 4.23 | Very High |
| Making alternative strategies in the classroom. | 0.66 | 4.51 | Very High |
| Controlling disruptive behavior in the classroom. | 0.68 | 4.55 | Very High |
| Establishing routines to keep activities running smoothly | 0.54 | 4.10 | High |

| | | | |
|---|-------------|-------------|-------------|
| Making children to follow classroom rules. | 0.28 | 4.06 | High |
| Calming a student who is disruptive or noisy. | 0.32 | 4.02 | High |
| Keeping problematic students from ruining an entire lesson. | 0.91 | 3.83 | High |
| Overall | 0.31 | 4.11 | High |

The high level of teacher sense efficacy as rated by the respondents indicates that a teacher who is confident in teaching employs various strategies that would make the learning environment interactive. Teacher sense efficacy enables teachers to use their potential to enhance pupils' learning. Teacher efficacy has been linked to positive outcomes for students, such as motivation and achievement. It has also been linked to positive attributes for teachers, such as increased satisfaction, increased retention, more classroom innovation, and better teacher evaluations.

The result of the findings parallels the idea of Pritti et al., (2022) who said that teacher efficacy is the belief that a teacher is capable of performing in an appropriate and effective manner to attain certain goals. This signifies that teachers need to use varied teaching strategies to document the learners learning. It is beneficial to students if the strategies are varied because they can use their different talents to engage in activities. The finding in the study is parallel with the idea of Yada et al., (2022) that teachers should possess the knowledge of teaching materials and be able to manage the behavior of the students to create consistent instruction to increase students' learning.

Correlation between Compassion and Teachers' Sense of Efficacy

Presented in Table 4.1 is the correlation between measures of compassion and teachers' sense of efficacy. It can be seen from the table that the correlation gained an overall r-value of 0.288 with p-value of 0.001 which is lower than the 0.05 level of significance. This indicates that there is significant relationship between compassion and teachers' sense of efficacy. Therefore, the null hypothesis of no significant relationship between compassion and teachers' sense of efficacy is rejected.

It can also be seen from the table that compassion is significantly correlated to teachers' sense of efficacy, since the p-value is 0.001 and the overall r-value of *kindness* is 0.243, *common humanity* is 0.264, *mindfulness* is 0.234, *indifference* is 0.099, and *separation* is 0.053 and disengagement with .253. Moreover, data revealed that compassion is positively correlated with teachers' sense of efficacy. Thus, the two variables are significantly associated.

Table 4.1

Significance of the Relationship between the Compassion and Teachers' Sense of Efficacy

| Compassion | Teachers' Sense of Efficacy Overall |
|------------------------|-------------------------------------|
| Kindness | 0.243* (0.000) |
| Common Humanity | 0.264* (0.000) |
| Mindfulness | 0.234* (0.000) |
| Indifference | 0.099 (0.086) |
| Separation | 0.053 (0.359) |
| Disengagement | 0.253* (0.000) |
| Overall | 0.288* (0.000) |

*Significant at 0.05 significance level.

The correlation between the measures of compassion and teachers' sense of efficacy revealed a significant relationship. The significance of the relationship between compassion and teachers' sense of efficacy implies that teachers who demonstrate high levels of compassion towards their students

may experience a stronger belief in their ability to effectively manage their classrooms, meet students' needs, and contribute to positive outcomes. This relationship suggests that compassion and self-efficacy are mutually

reinforcing, as compassionate behaviors can enhance a teacher's confidence in their abilities, while a strong sense of efficacy can fuel a teacher's motivation to engage in compassionate actions.

This claim is in line with various authors (Germer, 2019; Germer & Neff, 2023; Neff & Dahm, 2020) who have explored the connection between **compassion** and **teachers' sense of efficacy**. These authors suggest that when teachers demonstrate compassion toward their students, it strengthens their belief in their ability to effectively teach, manage classrooms, and address student needs. The mutual reinforcement between these two factors plays a significant role in promoting teacher motivation, well-being, and student outcomes).

Correlation between Compassion and Passion on Teaching Beliefs

Table 4.2 reveals the results on the correlation between the measures

of compassion and passion on teaching beliefs. Results revealed that the overall r-value of 0.445 has a p-value of 0.001 which is lower than the 0.05 level of significance. This means that compassion has a significant relationship with passion on teaching beliefs.

Additionally, data revealed that compassion is positively correlated with passion on teaching beliefs as the indicators revealed the following r-values: *kindness* with 0.305, *common humanity* with 0.451, and *mindfulness* with 0.243; Indifference with 0.246, Separation with 0.559, and disengagement with 0.375 and the p-value is 0.001.

Table 4.2

Significance of the Relationship between the Compassion and Passion on Teaching Beliefs

| | Passion on Teaching Beliefs | | | |
|-----------------|-----------------------------|----------------|----------------|----------------|
| | Compassion | Harmonious | Obsessive | Overall |
| Kindness | 0.424* | 0.133* | -0.055 | 0.305* |
| | (0.000) | (0.021) | (0.344) | (0.000) |
| Common Humanity | 0.577* | 0.191* | 0.020 | 0.451* |
| | (0.000) | (0.001) | (0.735) | (0.000) |
| Mindfulness | 0.365* | 0.060 | -0.028 | 0.243* |
| | (0.000) | (0.299) | (0.631) | (0.000) |
| Indifference | 0.411* | -0.011 | 0.050 | 0.264* |
| | (0.000) | (0.849) | (0.388) | (0.000) |
| Separation | 0.538* | 0.567* | 0.009 | 0.599* |
| | (0.000) | (0.000) | (0.879) | (0.000) |
| Disengagement | 0.538* | 0.567* | 0.009 | 0.375* |
| | (0.000) | (0.000) | (0.879) | (0.000) |
| Overall | 0.572* | 0.197* | 0.003 | 0.445* |
| | (0.000) | (0.001) | (0.956) | (0.000) |

*Significant at 0.05 significance level.

This implies that **compassion** is positively associated with **passion for teaching beliefs**, suggesting that when teachers exhibit a high level of compassion for their students, it fuels their enthusiasm and commitment to the teaching profession. The more compassionate teachers are, the more likely they are to feel deeply invested in their students' success and growth, which, in turn, strengthens their passion for teaching.

The result of the study confirms with various authors (Kushman (2022) and Rosenholtz (2020) who mentioned that passion which is indispensable for learning and teaching facilitates learning through desire and enthusiasm it creates. Passionate teachers via creating effective learning environments endeavor to increase learning potentials of their students. This study focuses on differences passionate teachers make, and points out the effects of passion on effective learning and teaching. Fried (2021) describes a passionate teacher as someone who is in love with the field of knowledge, deeply excited about the ideas that change our world, and closely interested in the potentials and dilemmas of young people who come to class every day.

Correlation between Teachers' Sense of Efficacy and Passion on Teaching Beliefs

Presented in Table 4.3 is the correlation between measures of teachers' sense of efficacy and passion on teaching beliefs. It can be gleaned from the table that when teachers' sense of efficacy is correlated with the measures of passion on teaching beliefs, the overall r-value results to 0.264 with a p-value of 0.001 which is less than the 0.05 level of significance. This signifies that teachers' sense of efficacy has a significant relation with passion on teaching beliefs.

Moreover, data revealed that teachers' sense of efficacy is positively correlated with school climate as the indicators revealed the following r-values: *extraversion* with 0.136, *agreeableness* with 0.235, *conscientiousness* with 0.

Table 4.3

Significance of the Relationship between the Teachers' Sense of Efficacy and Passion for Teaching Beliefs

| Teachers' Sense of Overall Efficacy | Passion on Teaching Beliefs | | | |
|-------------------------------------|-----------------------------|--------------------|-------------------|-----------------|
| | Passion Criteria | Harmonious Passion | Obsessive Passion | |
| Overall | -0.112* (0.000) | 0.176* (0.000) | 0.231* (0.000) | 0.136 (0.00) |

*Significant at 0.05 significance level.

114, neuroticism More specifically, result revealed that all indicators of teachers' sense of efficacy are positively correlated with passion on teaching beliefs, since the p-value is <0.05 and the overall r-value is 0.136. passion criteria, 0.112 on harmonious passion, and 0.176 obsessive. Data show the positive association of the two variables.

The correlation between measures revealed that there is a significant relationship between teachers' sense of efficacy and passion on teaching beliefs. This signifies that **teachers' sense of efficacy** has a significant relationship with **passion for teaching beliefs**, suggesting that when teachers believe in their ability to effectively teach and positively influence their students, it enhances their enthusiasm, commitment, and overall passion for the profession. Teachers with a strong sense of efficacy are more likely to be deeply invested in their work, showing greater passion for their teaching practices and a sustained dedication to their students' learning and well-being

The findings of this study is in line with the studies of various authors (Ningsih, & Gunawan 2020; Prado, 2022) who stated that harmonious passion had a significant influence on teachers' sense of efficacy, with low and high teacher efficacy leading to a higher mathematics teaching efficacy. This enables teachers to fully concentrate on the teaching-related-task and to focus their attention and energy on other tasks at hand without inclining to teaching. On the other hand, teachers with an obsessive passion are controlled by their teaching-related activities. Because teaching becomes out of the teacher's control, it can invade other parts of his or her life, resulting in less adaptive outcomes, in general.

Mediation Analysis of the Variables

Data was analyzed with linear regression method as input to the medgraph. Mediation analysis developed by Baron and Kenny (1986) is the mediating effect of a third variable in the relationship between two variables. There are three steps to be met for a third variable to be acting as a mediator. In Table 5, these are categorized as Steps 1 to 3. In step 1, compassion as the independent variable (IV) significantly predicts teaching sense of efficacy, which is the dependent variable (DV) of the study. In step 2, teaching sense of efficacy significantly predicts passion for teaching belief, the mediator

(M). In step 3, Compassion significantly predicts passion for teaching belief. Furthermore, because the three steps (paths a, b and c) are significant, further mediation analysis through medgraph is necessary, including the Sobel z test to assess the significance of mediation effect.

If the effect of the independent variable on the dependent variable

Table 5

Mediating Effect : Path Analysis (No Mediation)

| PATH | ESTIMATES | | SE | C.R. | P |
|-----------|----------------|--------------|------|-------|------|
| | Unstandardized | Standardized | | | |
| Com → TSE | .266 | .228 | .066 | 4.038 | *** |
| TSE → PTB | .003 | .005 | .032 | .089 | .929 |
| Com → PTB | .313 | .444 | .038 | 8.340 | *** |

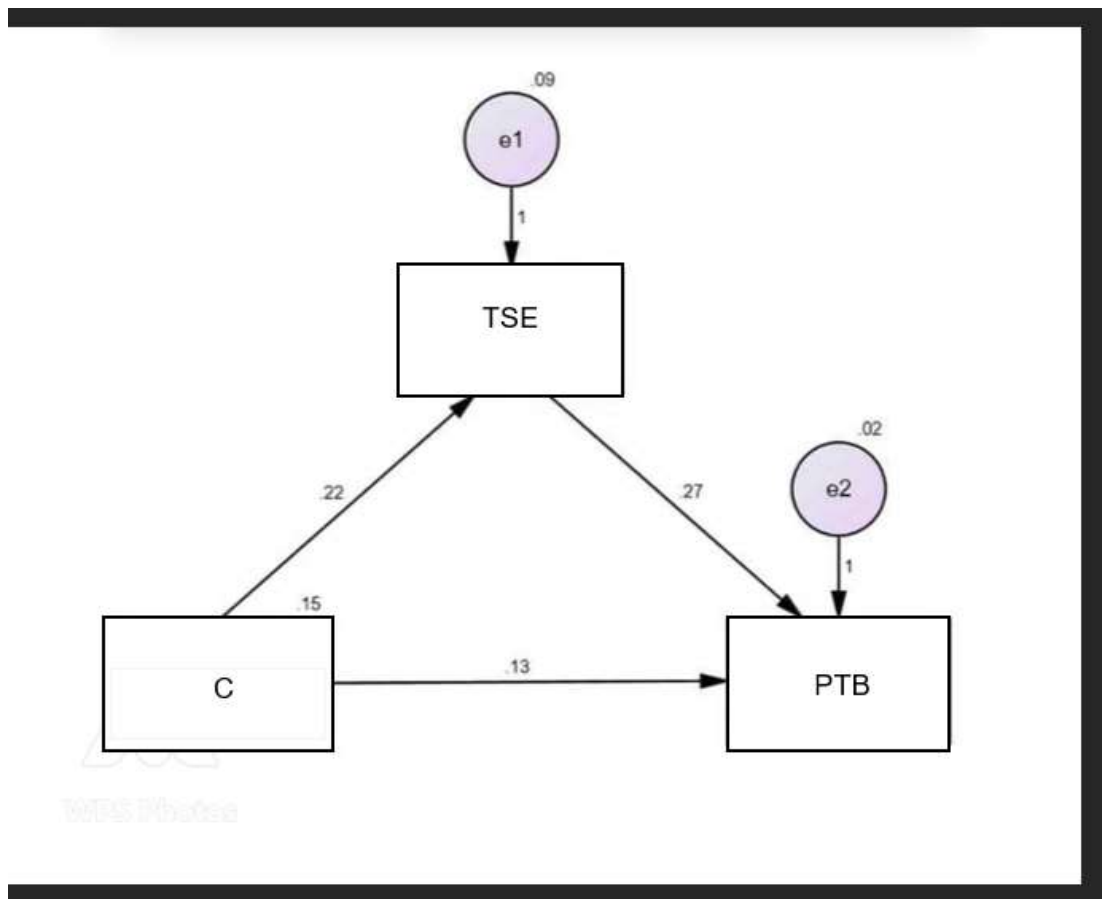


Figure 2. Med graph Showing the Mediation Analysis

becomes non-significant at the final step of the analysis, full mediation will be achieved. Furthermore, because the three steps (paths a, b and c) are significant, further mediation analysis through medgraph is necessary, including the Sobel z test to assess the significance of mediation effect. If the effect of the independent variable on the dependent variable becomes non-

significant at the final step of the analysis, full mediation will be achieved. It means all the effects are mediated by the mediator variable. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, only no mediation is obtained, which implies that part of the independent variable (compassion) is mediated by the mediator (teaching sense of efficacy) but other parts are either direct or mediated by other variables that are not included in the model. With this, no mediation took place since the effect was found to be significant at 0.001 level.

CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. There is a high level of compassion. The results proclaimed that overall results considerably gained a *high* descriptive level, pinpointing *separation as* the lowest. This suggests that the teacher exhibits a high level of compassion, but separation is the lowest aspect of their behavior or teaching style. In other words, the teacher is emotionally connected to their students, offering support, care, and understanding, yet they may struggle with setting boundaries or maintaining a professional distance at times.

The very high level of passion for teaching also highlights a significant response from the locale. The results are known to have a *very high* descriptive level, identifying *harmonious passion* as the lowest. This indicates that teachers with a very high level of passion for teaching may experience a significant emotional and professional response from their local community, yet the **harmonious passion** (a balance of enthusiasm and intrinsic motivation for teaching) appears to be the lowest aspect. This could imply that while teachers are highly motivated and committed to their profession, they may not always achieve the ideal balance of passion and well-being.

Teacher sense of efficacy highlights hearty response from the locale. Herein, a high-level descriptive level indicates that teachers who have a strong belief in their ability to positively influence student learning and classroom outcomes receive significant recognition and support from their local community. Identifying *keeping problematic students from ruining an entire lesson* as the lowest. This indicates that teachers may face challenges in managing disruptive or challenging behaviors in the classroom. Despite their passion for teaching and high levels of efficacy, they might struggle with effectively addressing behaviors that interrupt the learning process.

The findings of the study clearly conform to the notion about the compassion and passion for teaching belief: the mediating effect of teacher sense of efficacy. The findings are supported by the anchored theory, Bandura (1977) Self-efficacy means believing in the value of motivation to influence any outcome. If someone does not feel driven to alter an event, they are less likely to exert effort toward producing a particular outcome particularly in the face of obstacles. To do so would be perceived as a waste of energy.

Moreover, it is supported by Liao (2004) said that by treating oneself with kindness and understanding, teachers may be better able to cope with the stress and emotional demands of their work. Self-compassion may also promote a sense of self-efficacy and control which can contribute to greater resilience in the face of adversity.

Future researchers could explore the **dynamic interaction** between compassion, teacher efficacy, and passion for teaching over time. Longitudinal studies would allow them to track how these factors influence one another and whether changes in one area (e.g., a decrease in efficacy) have a cascading effect on the others, leading to potential burnout or reinvigorating teachers' passion.

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