Research Paper

Appraising the Generalizability of EFL Teachers' Passion for Profession: Evidence from Teachers' Perceptions and MSA Model

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Abstract

Achieving success in teaching English requires teachers to demonstrate varying essential characteristics that consist of several underlying and interacting constructs. The purpose of this study was to orient the reader and succinctly identify the key variables of teachers' passion that leads teachers to success. In fact, the study tried to identify the components of a model of teachers' passion which can be expanded based on teachers' perceptions and MSA model. It delineated the characteristics of successful English teachers embedded within five central dimensions, along with their underlying structures. The data of the study were collected with semi-structured interviews. The content analysis method was used to analyze the data. By the research aim, this study identified 5 dimensions from 22 subcomponents and 65 concepts. Individual characteristics were determined as the first dimension of the study. The subcomponents under these categories are identified as 'Self-awareness', 'Personal Lifestyle' and 'Potential Ability. Psychological characteristics were determined as the second dimension of the study. The subcomponents under these categories included 'Anger Management, 'Emotion' 'Positive Attitude' and 'Flexibility'. In conclusion, teachers were passionate about being successful, effective working conditions, students' desire for learning, being more autonomous, equitable and consistent implementations regarding with education approach. The present study can offer major practical implications for language teachers, language students and material developers. In the second language learning context, creating positive emotions and lessening the negative emotions both on the part of the teachers as well as the learners could increase motivation, effort and success.

Keywords: MSA Model; Teacher's Passion; Teacher's Perception; Teacher's Profession

INTRODUCTION

Is teaching a profession? What does it mean to be a professional and what global forces are at work to enhance or diminish teachers' professional compass? What happens to the high expectations that new teachers bring with them and how are those attenuated over time and how are they kept alive? It is an understanding and managing the balance between the 'dissatisfiers' and 'satisfiers' that keeps teachers resilient and optimistic in an increasingly demanding and increasingly vital occupation. Any scenario or program for the future of the teaching profession, it is argued, has to begin with an understanding of this 'force field', and its profound impact on the lives of teachers as a prelude to identifying where the levers of

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change may lie. This study will try to probe the teachers' passion for the profession in regard to teachers' success and the relationship between these two concepts. Teachers' passions have only recently been considered as a research subject among researchers where there is a huge number of studies in contrast to the investigation of teacher practical theories, perceptions, and teacher cognition (Frenzel, 2014; Pekrun et al., 2007). The emotional aspects of teacher learning are not being investigated in research areas and the world of language teacher education is often busy with the concept of teacher cognition (Borg, 2003, 2006, 2009) and teaching is seen initially as a rational enterprise: The part played by passions in teaching and learning is, therefore, reduced the strength and the role of the teacher becomes limited to the solitary performance parameters. Developing a professional identity is considered an emotional process.

Fisher (2000) mentioned emotions and mood have great importance in overall job satisfaction. Professional development can be a source of energy, rather than energy consumption. Merriam (2010) sees knowledge construction as more than a mere cognitive process of meaning-making and believes that cognition has little to do with knowledge construction; learning is mostly about our emotions and our physical body. Cho (2005) even speaks of love and believes that with "the power to inspire students to seek after knowledge, love can unite the teacher and student in the quest for knowledge, and the love of learning able to empower students to challenge knowledge, thereby pushing its limits" (p. 79). Cho (2005) manifests passion as a motivational force in the quest for learning. Being a success in each educational system depends on the teacher's professional skills. In educational settings, teachers usually tolerate the most burdens on their shoulders while still fulfilling their various roles and functions (Pishghadam & Saboori, 2019).

At the end of the first decade of the 21st Century, many countries around the world are facing what has been described as recruitment and retention 'crises. The conflation of these two terms in the now extensive literature on the subject does conceal a complex equation. Recruitment issues take different forms not only across countries but also within countries dependent on desirable areas of the country and also dependent on shortage of subjects. This means that, for some who want to teach, there are few vacancies while, in other places, many of those qualified to teach are looking for jobs elsewhere. Roeger (2012) wrote a qualitative phenomenological dissertation on how community college students perceive passionate teaching. The study used a definition of passion developed by Vallerand (2010) stating, "Passion is defined as a strong inclination toward an activity that people like, find important, and in which they invest time and energy" (p. 1). Results of the study suggested that, whereas teacher passion has not been researched in academic literature, it has been proven to exist and has been manifested in classroom teaching (Roeger, 2012).

This study made an attempt to probe the teachers' passion for the profession in regard to teachers' success. Teachers' passions have only recently been considered as a research subject among researchers where there is a huge number of studies in contrast to the investigation of teacher practical theories, perceptions, and teacher cognition (Frenzel, 2014; Pekrun et al., 2007). The emotional aspects of teacher learning are not being investigated in research areas and the world of language teacher education is often busy with the concept of teacher cognition (Borg, 2009) and teaching is seen initially as a rational enterprise: The part played by passions in teaching and learning is, therefore, reduced the strength and the role of the teacher becomes limited to the solitary performance parameters. Developing a professional identity is partly an emotional process.

Fisher (2000) sees emotions and mood as of great importance in overall job satisfaction. Bearing this fact in mind that teacher development is not fully possible if we do not take into account the emotional aspects of teacher learning, the present study was an attempt to delve deeply into professionally developed language teachers' lived experiences with regard to their emotions for professional development

and their passion to learn and to teach. Almost no study was found on the issue of English language teachers' passion for their profession. Therefore, the present work aimed to bridge this gap in the literature by means of a multi-phase. Among the most documented issues are inadequate teacher education and professional development (Grant &Wong 2003; Abedi 2004; Zucker-Conde 2009).

LITERATURE REVIEW

In this part, the previous studies were considered as follows. In 2007, Elizabeth May and Chee attempted to construct a model of teacher success in Hong Kong. The results showed that effective teachers were mainly skillful, effective, and fair in testing and grading. Moreover, they would entertain learners, enhance their critical thinking, and provide them with proper feedback. In a different study, Pishghadam, Shapoori and Shayesteh (2011) reported that the teachers who make use of more NLP techniques in their classes are more flexible toward their work and individual learners and thus are more successful. Along with teachers' psychological and behavioral aspects, ability and skill in applying materials, questioning, assessing, and evaluating can be also considered. Besides teachers, themselves, the teaching environment and working conditions may affect their success as well.

Results of Roeger's (2012) study revealed that Sternberg's Triangular Theory of Love could be adapted as a framework for passionate teaching and learning. The three aspects of the theory included intimacy, passion, and love. Student perception of teacher passion could be separated into four categories, including caring, creating quality lessons, personal zest, and teacher expertise in the discipline. In the same vein, Roeger (2012) concluded that passionate teaching awakened students to live and perpetuated the lives of teachers and their teaching. Mart (2013) also explained that passionate teachers are distinguished by their commitment to achieving for their students and that passion was an essential part of successful teaching. Passionate teachers cultivated students' curiosity and interests while showing commitment to their learning. The qualities were shown to be important in motivating students and were key factors in the development of a student's education. Passionate teachers consider their roles to be to encourage students to be active learners and to promote students' education both in intellect and moral development. Mart (2013) concluded that passionate teachers are those who make the greatest impact on our lives. Passionate teacher beliefs and actions help students realize their inner values, motivate students, and inspire students to perform. Passionate teachers motivate students to achieve and inspire student commitment, which is a key aspect of the learning process.

Levoy (2015) addressed the impact of passion. When beginning college, his father advised him to sign up for teachers – not courses. His father's advice may be truer today than ever before because passionate teachers are critical and can have a profound effect on revealing students' passion and inspiring their engagement. Levoy (2015) explained that for passionate teachers to 33 have the profound effect they are capable of they must tend to the flame that makes up their passion. These teachers should read books and sign up for higher learning classes that encourage their flame to burn brightly. Hongbiao (2016) endeavors to bring together two lines of inquiry into teacher emotion, passionate labor and feeling direction, contending that the method of teachers' passionate labor is their control of sentiments and expressions to achieve professional objectives.

Through the examination of subjective information collected from two projects concerning instructor feeling in China, they think about summarizing three categories and seven methodologies embraced by Chinese instructors to control their feelings in the classroom.

The specific purposes of the present study are as follows: Expanding a qualitative model of teachers' passion based on teachers' perceptions and based on the model of Mirshojaee, Sahragard, Ahmadi (MSA) and ensuring the generalizability of the qualitative model by extracting Quantitative research about teachers' passion based on teachers' thoughts and based on the model of (MSA). An expansive body of

investigations joins significance to how instructors feel and the result of these sentiments on instructing execution and understudy learning (e.g., Beck & Kosnic, 1995; Acker, 1999; Goldstein, 1997; Hargreaves, 2000; Nias, 1996; Stough & Emmer, 1998); be that as it may, the joining of emotional components in an orderly way in investigate on educating is uncommon.

There appears to be agreement among researchers that feeling is much more complex and troublesome to portray than cognition (Zembylas, 2002). The point here is that enthusiastic instructors must be kept within the classrooms by policymakers, educator teachers, and regulates, and it is amazingly critical to investigate the recognizing highlights of enthusiastic instructors and enquire into their enthusiasm for the calling to see how it can be supported within the section of time (Mirshojaee, Sahragard, Razmjoo, & Ahmadi, 2019). The problem that is going to be discussed in this study can be formulated in the following research question:

> *R. Q. What are the components of a model of teachers' passion that can be expanded based on teachers' perceptions and based on the model of MSA?*

METHODS

The present study needs to identify important components in the field of teachers' passion. Considering the research purpose, the present work used qualitative design and research method. That is to say, an unstructured interview was done face-to-face to the participants who are novice and expert teachers.

Participants and Sampling Method

Novice and expert English teachers were teaching in the language institution of Bandar Abbas. Classroom experience influences how teachers grasp the meaning of classroom events. Expert and novice teachers' noticing (perception) and sense-making (interpretation) of the classroom have been shown to differ in several key ways. Experts possess a wealth of knowledge about classrooms- the kinds of situations and social interactions that arise in the course of teaching- and have developed

elaborate practical knowledge for making sense of the complexity of events unfolding in classrooms. Novices, in contrast, have limited, less elaborate knowledge, and attend classroom events with less interconnectedness and coherency. The significant differences in how expert and novice teachers processed different types of problematic classroom events can be the criterion for the researcher to distinguish between novice and expert teachers. The interviewed teachers' years of service ranged from 5 to 15. The participants taught at all English teaching levels, ranging from basic to advanced levels in language institutes and junior high schools and high schools in public schools and university courses; their gender was a combination of male and female participants. Purposive sampling was used to find the participants. Each participant was willing to participate; if not, the interview was not conducted, and they were assured that their identities would not be disclosed.

Instruments and Materials

A semi-structured interview was used based on the questions of the interview in the study (Mirshojaee, Sahragard, Ahmadi, 2019) "teachers with a passion for the profession". The interviewees were asked the same questions in the same order at each scheduled session. Prior to holding the first semi-structured interview, the researchers developed certain general guiding questions or in other words, the interview protocol/guide. At the next stage, the questions were piloted in advance with four interviewees available at the language institution of Bandar-Abbas. As a result, 2 out of 10 questions were reworded and two more broad questions were added to the guide. And finally managed to come across ten open-ended broad questions to be included in the interview guide. Also, this point should not be left unsaid in grounded theory, there is no clear-cut border between the data collection and data analysis procedures. Moreover, the researchers benefited from simultaneous data collection and analysis as well as the follow-up memos which were transcribed after each interviewee's talks. Hence, the final interview guide evolved over time. The inclusion of an

interview guide had certain advantages: First, it ascertained to the researchers that the domain has been properly covered and key issues are not left aside. Second, appropriate questions rather than impromptu ones with plausible wordings were posed.

Data Collection and Analysis Method

Regarding the nature and content of the study, data were collected in three steps:

Step 1: at the beginning of the academic year 2020, a tentative interview guide/ protocol was developed. After reviewing the relevant body of research on reading strategies, the researchers realized six questions as appropriate to be included in the interview guide.

Step 2: the developed interview guide was trialed with four participants before it was used for the main study. The results of piloting the guide led to the refinement of protocol wordings and the addition of two more questions.

Step 3: a 3-session interview was held with the same participant to elicit meaningful data. The first interview session was meant to make the interviewee and interviewer familiar with each other and also suggested the interviewees some ideas about the areas they are to be interviewed in the second session. The intermission between the first and the second session allowed the participants to reflect upon the matter and prepare themselves for the forthcoming session. Also, the researcher could consult the previous interviews and keep his interview guide up-to-date. Certain sub-steps were followed by the researchers in the interview sessions:

a. The interviewees were allowed to use any language either L1 or L2 they felt comfortable with to freely express their viewpoints

b. They were informed about the purpose of the study and rest assured that their personal information would be kept confidential and their viewpoints would be used only for research purposes

c. They were informed that their voices would be recorded and providing they agreed, the recorder was opened. Also, before turning the recorder on the researchers asked a few

ice-breaking questions to make the participants feel at ease.

d. The researchers took a neutral and facilitating stance and did not actually meddle in participants' talks unless they were discussing points off the main topic.

e. Back channeling signals (yeah, nods, uh-huh) and feedback were given to the participants to prevent them from feeling a monologue was running.

f. They were kept motivated to go on and freely express their idea.

g. The researchers took notes of the main points and asked clarification questions at the end of the interview to make the points tangible for themselves.

h. The researchers signaled the end of the interview by saying do you have anything else you would like to share with us and do you know anyone who can share his ideas with us?

In the third and the final interview session, the lame data and misunderstandings were targeted since the researchers analyzing the transcripts and file notes of the last two sessions grabbed the opportunity to focus on the misunderstandings and vague points. As a result, they required the interviewees to return to the matter and clarify it. Also, a synopsis of the salient points analyzed and transcribed by the researcher was copied and handed to the participants. Consequently, the participants reviewed their own viewpoints and added/ removed any inconsistencies.

Data analyses were carried out with the help of qualitative data analysis software (MAXQDA). The interviews were transcribed and the investigator did the three phases of the coding process which were open coding, selective coding, and axial coding. The related categories and themes may appear with a repeated pattern which was taken into consideration as expanded factors of the model of teachers' passion.

Dependability (Reliability) and Credibility (Validity)

As mentioned earlier, this procedure was one way of examining the accuracy of findings known as the validity or credibility of the findings. Reliability or dependability, however, shows

that the approach used by the researcher is consistent across diverse researchers and different projects (Gibbs, 2013). In particular, the notion of dependability was ascertained through three steps. First, the researcher himself constantly compared the data with the assigned codes and the follow up memos to assure that the codes and their definitions concord the stretches of phrases/ sentences. Second, twenty percent of the data were independently cross-checked by two more coders and compared in terms of stability and consistency upon the given codes. As a result, consistency was achieved by more than 80% among the coders. Miles and Huberman (1994) recommend that consistency among coders be in accord at least by 80% for an acceptable qualitative dependability index. Third, the researchers and the coders held documented meetings and shared their independent coding in an attempt to reach an agreement.

Credibility or validity, nonetheless, takes into account the accuracy of findings from the viewpoint of researchers, participants, and assumed readers (Cresswell, 2000). Put differently, the researchers applied a variety of procedures to assess the trustworthiness/validity of findings to make the readers convinced the findings are accurate.

a) The final description of the findings was given back to the participants to inspect if the data are in fact derived from participants' viewpoints. it is worth mentioning that a three-session interview was conducted for each and every participant in the present study, where in the third session, the transcription of every individual was given to him and he was given an opportunity to comment on the findings, this strategy in known as member checking.

b) The researcher asked help from a peer debriefer to review the study and pose questions about the phenomenon under study. In short, an expert other than the researcher checked the genuineness of the data.

c) The researchers also included an external auditor or an independent investigator who neither knew the researcher nor was familiar with the project to review the whole study. He went through the transcription and scrutinized the relationship between the research questions and the collected data. Finally, he agreed that the data are genuinely gathered, transcribed, and interpreted.

RESULTS

This part presented and discussed the results of this study. A qualitative approach was taken to analyze the data. In other words, according to the objective and research question, statistical analysis of the collected data was analyzed. In the table below, the data obtained from in-depth interviews are openly coded, the results of which are summarized in Table 1.

Table 1
Open-coded of the Interviews Data

Theme	Category
Personal characteristic	1. Identify desires
	2- Needs and feelings
	3. Recognize the capability
	4. Having general and specialized knowledge and information
	5. Having the art of establishing an intimate and friendly relationship
	6. Having a sense of humor
	7. Having good suspicion (being optimistic) Being extroverted
	8. Proactive personality
	9. Family
	10. Being lively and having a high level of energy and mental flexibility at work
	11. Adaptation to students
	12. Flexibility
	13. Personality stability
	14. Personality stability

Psychological factor	1. Wise thinking
	2. Far-sightedness
	3. Failure prediction
	4. Accepting anger, controlling and giving positive direction to anger
	5. Real and positive thinking
	6. Intellectual and emotional commitment
	7. Feeling strong
	8. Accept changing circumstances
	9. Having the necessary professional skills and behavioral patterns to make the best decision
	10. Instant learning and easy acquisition of new skills and abilities
	11. Pay attention to praise by colleagues
	12. Excitement
	13. To wish for something
	14. to be shy
	15. Achieve goals
	16. Make progress at work
Organizational characteristics	1. Availability of required facilities in the workplace
	2. Existence of welfare facilities
	3. Dynamic environment
	4. Fun and attractive environment
	5. Interacting and communicating with colleagues
	6. Class appearance
	7. Interior decoration
	8. educational facilities
	9. Appropriate salaries and benefits
	10. Get paid on time
	11. Using positive and impressive words
	12. Eager to attend class
	13. Being energetic in teaching
Teacher's Professional Characteristics	1. Being motivated in teaching
	2. Eagerness to teach
	3. Interest in teaching topics
	4. Emphasizing individual differences in personal needs
	5. Self Confidence
	6. Work independence
	7. Independent decision making
	8. Discipline
	9. Job Value
	10. Adherence to organizational commitments
	11. Deep desire in knowledge transfer
	12. Belief in knowledge transfer in order to solve the problem
	13. Family communication and accountability
	14. Previous acquaintance and family relationships
	15. Trust in parents
Students' characteristics	1. Being optimistic and believing in students' progress
	2. Increase students' motivation
	3. Emotional relationship
	4. Positive interaction
	5. Mutual trust between teacher and student
	6. Curiosity and constant pursuit of students
	7. Doing homework correctly

Open data encoding

The results of open and axial coding have led to the extraction of 5 dimensions from 22 subcomponents and 65 concepts, each of which is: Individual characteristics dimension: extracted from 14 indicators and 4 sub-components, Psychological characteristic dimension: extracted from 14 indicators and 4 sub-components, Organizational dimension: extracted from 12 indicators and 4 sub-components, Professional feature dimension: extracted from 15 indicators and 6 sub-components, Learner Characteristics: Extracted from 10 indicators and 4 sub-components. According to the output of MAXQDA software, axial and open codes were turned into components and sub-components, the results of which are as follows.
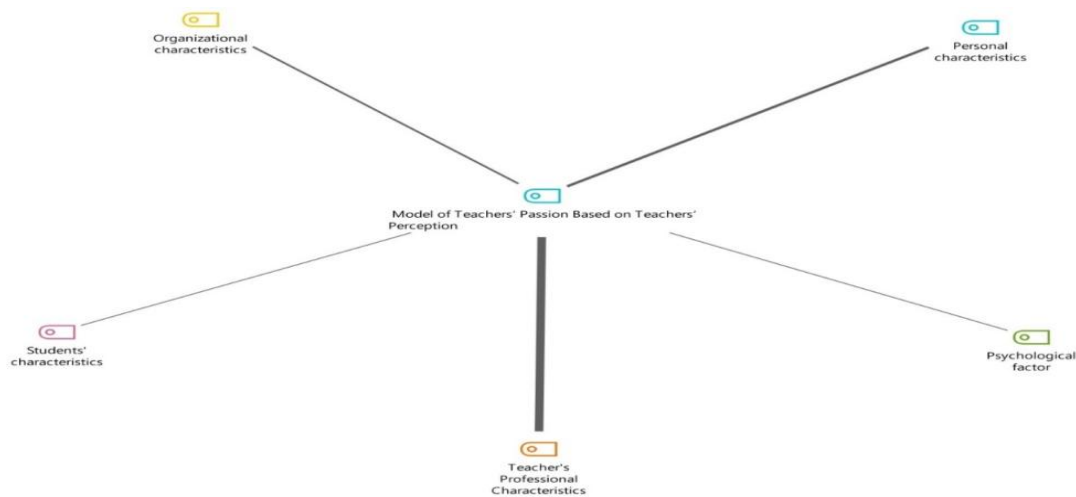

Figure 1
Extracted components based on level 1 (components)
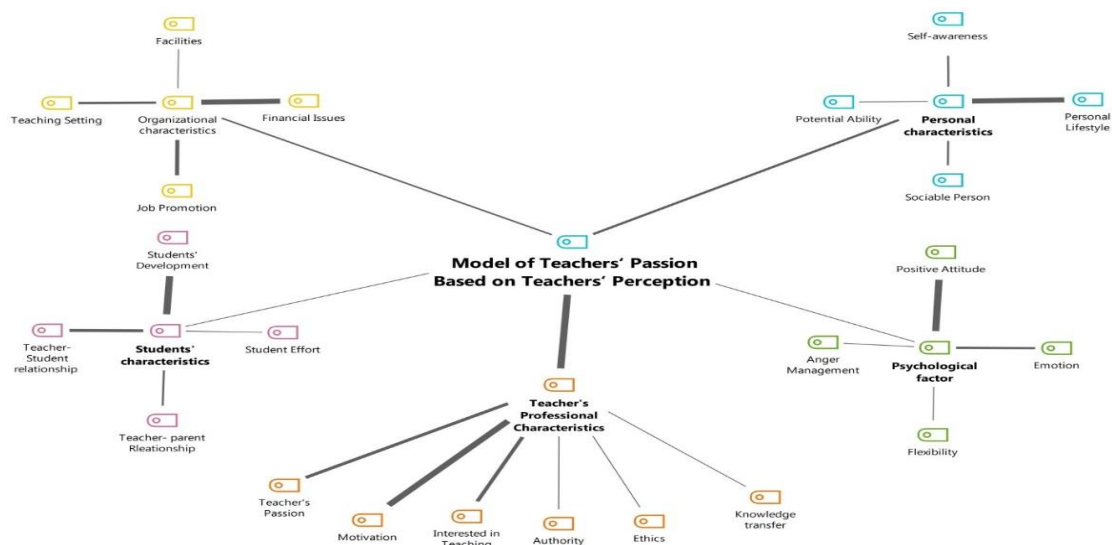

Figure 2
Extracted components based on level 2 (components and subcomponents)

As stated in the method section, this model is based on the questions of the interview in the study Mirshojaee et al, (2019). The data which were collected from face-to-face interviews with Iranian teachers at Bandar Abbas language institutions and high schools. The data were, then, analyzed based on the interviews. The data obtained from in-depth interviews are openly coded, the results were summarized. Accordingly, the final model involves five main themes and 65 categories, shown in Table 1. Analyzing the data, the proposed model of teachers' passion for the profession (components & sub-components) was posited as follows in Figure 3.
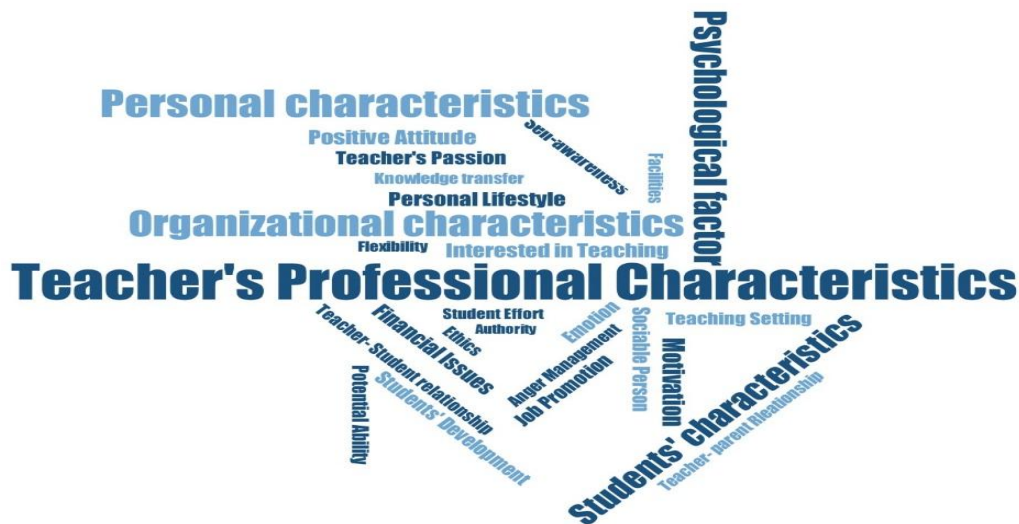
Figure 3
Cloud view of components, sub-components and indicators

DISCUSSION

As mentioned earlier, the current study aimed at identifying the components of a model of teachers' passion which can be expanded based on teachers' perceptions and the MSA model. The results of open and axial coding have led to the extraction of 5 dimensions from 22 subcomponents and 65 concepts, each of which is: Individual characteristics dimension: extracted from 14 indicators and 4 sub-components, Psychological characteristic dimension: extracted from 14 indicators and 4 sub-components, Organizational dimension: extracted from 12 indicators and 4 sub-components, Professional feature dimension: extracted from 15 indicators and 6 sub-components, Learner Characteristics: Extracted from 10 indicators and 4 sub-components. According to the output of MAXQDA software, axial and open codes were turned into components and sub-components, the results of which are as follows.

The main procedure of this study was the qualitative model of teachers' passion based on the perception of MSA. In Causal circumstances, a Teacher's Professional Characteristics have these components: A teacher's Passion, Interested in Teaching, Motivation, Authority, Ethics, and Knowledge transfer. According to the Strategy part of Organizational characteristics: The subcomponents are Job Promotion, Facilities, Teaching Setting, and Financial Issues. In Intervention circumstances: Personal char-

acteristics include Self-awareness, Sociable Person, Personal Lifestyle, and Potential Ability. But in the Psychological factor, the item was discovered as follows Anger Management, Positive Attitude, Flexibility and Emotion. It should be noted that in the psychological factor, these items were discovered as Anger Management, Positive Attitude, Flexibility and Emotion. However, the results showed that Students' characteristics are Teacher- parent relationships, Students' Development, Teacher- Student Relationships, and Student Effort Passionate teachers do not work alone. They are in social interaction; therefore, the culture influences their life and work experience. Passion is essential in teaching. It can be an accepted fact that passionate teachers are considered to have a positive and effective effect on learners. Interesting practices, projects, and assignments reflect teachers' passion for their field. Teachers' success is also very influential on this passion.

This finding was similar to Fredrickson (2013) who identifies some essential characteristics of a passionate teacher as follows: teachers like to work with young people, and at the same time has a deep interest in information and ideas. They do not manifest his compassion towards the students as an excuse for their ignorance and lack of skills. They may have a natural personality and can be very serious or humorous. The most interesting

of all is that they can be both serious and humorous at the same time. They attempt to create a culture of mutual respect during problems such as rejecting young people and their impressions with social pressures, which discredit people and thoughts that are not popular and stamp them in certain ways. Teachers take risks and make as many mistakes as any person can make, but instead of ignoring them and countering them, select to learn from the experience. They assist to make the classroom environment a safe environment for students to make mistakes. Considering the content discussed in the definitions, it seems that passion has a guiding and motivating structure. People can be passionate about certain people, events, objects and causes. Being passionate can create energy, determination, conviction, loyalty, and even obsessions in people. Passion can cause an effect two different extremes.

CONCLUSION

This research was conducted to discover the perceptions of teachers as they transitioned to a professional community model, including embedded professional development and data tracking to meet accountability standards. The educational system in Iran has been increasingly scrutinized over the past two decades. Several reports that contest the success that our educational systems have had in educating our youth exist (Edge, 2008). In response, many have searched for strategies and reforms that would bring Iran are not the forefront of education among comparable nations. In line with previous research (Hobbs, 2012), this study determined the efficacy of a framework called "Aesthetic Understanding. Specifically, this study sheds light framework to understand the relationship between teacher knowledge, teacher identity, and passion. Also, this study only focuses on teachers asked to teach outside of their subject area who might lack an aesthetic appreciation for the subject without accounting for the perspectives of the professional characteristics. Moreover, teachers gained success when they make teaching at

mospheres free from psychological reactance, stress, and tensions—the factors that usually reduce teacher efficacy (Flook et al., 2013). L2 teachers' profession is accompanied by L2 learners' anxiety; in turn, this intensifies tense conditions for teachers and makes the teachers hip a stressful career (Newell & Jeffery, 2002).

To conclude, teachers were the key influential figures who can make a positive classroom situation, and their emotional support influences the perception students would have of them. Although the pedagogical success of the teachers mostly refers to their cognitive abilities and their professional knowledge in the field of English Language Teaching, teachers who have both emotional literacy and professional literacy were most welcomed by the students. Indeed, the teachers who have positive attitudes towards the courses or materials and make a positive impression showed greater tendency and enthusiasm for their jobs and their classes, so they managed the classroom effectively and transferred their good vibes about the courses to the students. In sum, it would appear that passion was considered a double-edged sword. On the one hand, one type of passion (obsessive) was conducive to burnout, while on the other hand, the other types (harmonious) prevented its occurrence. Thus, a vital issue concerning burnout was not whether someone was passionate or not toward work, but rather whether someone displayed a harmonious or an obsessive passion. Because being passionate workers deeply cared about their work, the challenge for them would appear to remain harmoniously passionate about their work while refraining from becoming obsessively passionate. Future research along these lines would therefore appear promising. The identified central characteristics of successful ESL/EFL teachers can be maintained and enhanced through individual initiatives and efforts, adequate teacher training programs for ESL/EFL teachers, and the provision of ongoing support and professional development opportunities.

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