

## Enhancing teacher performance: The impact of emotional support and work passion

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**Abstract:** The research aims to analyze the psychological factors affecting teachers in educational settings. Psychological factors are under-researched and therefore require further elaboration. In educational environments, multiple factors contribute to shaping teacher performance, which is closely related to student achievement. Among these, psychological dimensions such as emotional support, teacher work passion, and teacher engagement warrant closer examination in primary schools. Quantitative research methods are used to analyze the data, involving 172 teachers in the study. The findings highlight the significant influence of teacher work passion and emotional support on teacher engagement. Additionally, the results reveal that emotional support does not directly influence teacher performance, whereas teacher work passion does. This study emphasizes the importance for educational institutions and administrators to recognize and nurture these interconnected factors to establish effective teaching and learning environments.

**Keywords:** Emotional support, Teacher engagement, Teacher performance, Teacher work passion.

### 1. Introduction

The performance of teachers is an essential element in the structure of every educational institution. Teacher performance has a crucial impact on determining the standard of education and the overall achievement of students [1]. To attain and maintain exceptional levels of teacher performance, a comprehensive strategy is required, which is influenced by multiple factors. The criteria include the teacher's proficiency, dedication, communication abilities, and adaptability to the various demands of students [2]. An effective teacher surpasses the limitations of their job description; they fulfil the roles of mentors, exemplars, and facilitators of learning [3].

The effectiveness of teachers is not only crucial for the institution but also significantly influences students' ability to understand and apply knowledge. Teacher performance often leads to enhanced academic outcomes and a more profound comprehension of the subject matter [4]. Employing captivating and inspiring instructional techniques can spark a fervour for acquiring knowledge to achieve exceptional academic performance. An effective teacher's impact goes beyond the confines of the classroom, as they impart values, cultivate critical thinking abilities, and foster a feeling of accountability in their students, equipping them for the forthcoming trials [5].

Teacher performance is fundamentally crucial for achieving educational achievement, necessitating a collective endeavour from educators, administrators, and the entire school community. Creating a conducive atmosphere that appreciates and encourages the progress and advancement of teachers is essential to guaranteeing receive a top-notch education that gives them with the necessary skills to succeed in a constantly changing world [6]. The importance of teacher performance should not be undervalued, as it plays a crucial role in moulding the future of our society by educating and empowering its young generation. The teacher performance is influenced by various essential factors, with the working environment being a critical determinant. An enabling and favourable learning

environment is crucial for instructors to efficiently execute their tasks and initiatives in the educational process. The scope of this environment extends beyond the mere physical surroundings to include the administrative and cultural dimensions of the institution [7]. Sufficient resources, contemporary teaching tools, and properly kept classrooms are essential for creating an environment conducive to effective teaching and learning. Moreover, the provision of administrative support, encompassing well-defined policies, efficient leadership, and the distribution of resources, is crucial in assisting teachers in fulfilling their performance goals. The psychological dimension is just as crucial as the physical and administrative aspects in influencing teacher performance [8]. Teachers frequently encounter a multitude of difficulties and demands in their positions, which can directly affect their emotional well. Teacher emotional support, especially through peer and colleague relationships, is a crucial element in enhancing teacher performance to its highest potential Biasi, et al. [9]. Collie, et al. [10] stated providing teachers with a secure and supportive environment to address their problems, seek guidance, and participate in cooperative problem-solving greatly enhances their overall job satisfaction and performance in the classroom.

Engaging in collaborative talks and receiving emotional support from colleagues can assist teachers in surmounting obstacles, exchanging novel teaching approaches, and fostering a sense of inclusion within the educational community. This reciprocal assistance establishes a constructive cycle, augmenting the calibre of teaching and ultimately advantaging students [11]. When educators experience appreciation and assistance in their professional development, they are more inclined to exhibit motivation, resilience, and dedication to enhancing their teaching methods. Hence, cultivating a conducive atmosphere, encompassing adequate resources and emotional well-being, is a crucial element in attaining the targeted standards of teacher proficiency and, consequently, the triumph of the educational establishment in its entirety. When instructors possess a true passion for their profession, it has extensive ramifications not only for their individual classrooms but also for the entire school organisation [12]. An impassioned educator brings ardour, ingenuity, and a profound sense of duty to their profession, which can be infectious and motivate both students and colleagues. Passion in teaching is strongly associated with a teacher engagement. Teacher engagement refers to the emotional and cognitive commitment that educators have towards their employment. Engaged teachers demonstrate profound levels of passion, interest, and commitment to the achievement of their students [13]. They are inclined to actively pursue possibilities for professional advancement and enhancement, resulting in the adoption of innovative teaching techniques and a consistent enhancement in their performance.

Hammond [14] has demonstrated that the emotional support provided by teachers plays a crucial role in establishing a favourable school environment. Teachers who experience emotional support are more inclined to cooperate with their peers, exchange successful teaching methods, and participate in professional development endeavours [15]. This partnership enhances an educational environment that promotes a sense of belonging and community among educators, ultimately benefiting both instructors and students. Xu and Yang [16] has shown a significant association between teacher emotional support and academic accomplishment in terms of its impact on student results. Teachers who have a sense of support are more inclined to create a loving and inspiring learning environment for their students. Consequently, this results in enhanced student involvement, a favourable disposition towards acquiring knowledge, and eventually, superior academic achievement.

Prior research investigating the correlation between teacher work passion and teacher work engagement, such as Wang [17] has yielded significant knowledge regarding the intricacies of teacher motivation and its influence on the whole teaching experience. Moreover, Datu, et al. [18] has demonstrated that teacher work enthusiasm exerts a direct impact on teacher well-being. Passionate educators frequently encounter reduced levels of stress and burnout, hence enhancing their total job happiness. The strong emotional commitment to their work and the favourable feelings linked to enthusiasm establish a reinforcing cycle, which boosts the level of involvement among teachers.

There is a significant lack of study in comprehending the correlation between emotional support from teachers and their performance, particularly in elementary schools. Although earlier research has

already proven connections between teacher emotional support and work engagement such as Almazyad et al., (2020), there is still a potential to further investigate the specific ways in which emotional support from colleagues and school administrators directly influences different aspects of teacher performance. Furthermore, there exists a lack of study about the correlation between teacher work passion and teacher performance. Although prior studies have investigated the role of work passion and engagement, its direct effect on performance has not been well studied. Examining the correlation between a teacher's enthusiasm for their job and measurable outcomes, such as creative teaching methods, student involvement, and academic success, could enhance our understanding of the key components that contribute to teacher greatness. Additionally, investigating the impact of teacher work passion on promoting teacher engagement and how this engagement, in turn, enhances performance could offer a comprehensive viewpoint on teacher motivation. The research objective is to use empirical research to build direct connections and examine the function of work engagement, with the ultimate goal of providing practical recommendations for educational organisations and school administrators.

## 2. Method

The study utilises a quantitative research methodology to investigate the correlations between several characteristics, such as teacher emotional support, teacher job enthusiasm, teacher engagement, and teacher performance. The assessment of these factors is conducted using a set of indicators that are based on past research, ensuring a reliable and verified measurement approach. This research had a sample of 172 teachers who were chosen as respondents. The selection process was conducted via purposeful random sampling, wherein primary school instructors were deliberately chosen based on established criteria.

Data collection was primarily performed through the distribution of questionnaires to elementary school instructors. The surveys were particularly tailored to evaluate the elements being studied, such as emotional support, job passion, engagement, and performance. The use of organised and verified questionnaires enabled the gathering of quantitative data, which in turn provided a meticulous examination of the correlations and connections between these variables. The obtained data will undergo analysed using Structural Equation Modelling (SEM) with Partial Least Squares (PLS). Structural Equation Modelling (SEM) is a reliable statistical method that is very suitable for investigating the numerous connections and convoluted paths within our research model. The utilisation of this analytical methodology facilitates a more profound comprehension of the influence of teacher emotional support, job enthusiasm, and engagement on teacher performance. It offers a strong and thorough framework for evaluating the links between these variables, providing significant insights into the factors that impact the performance of elementary school teachers.

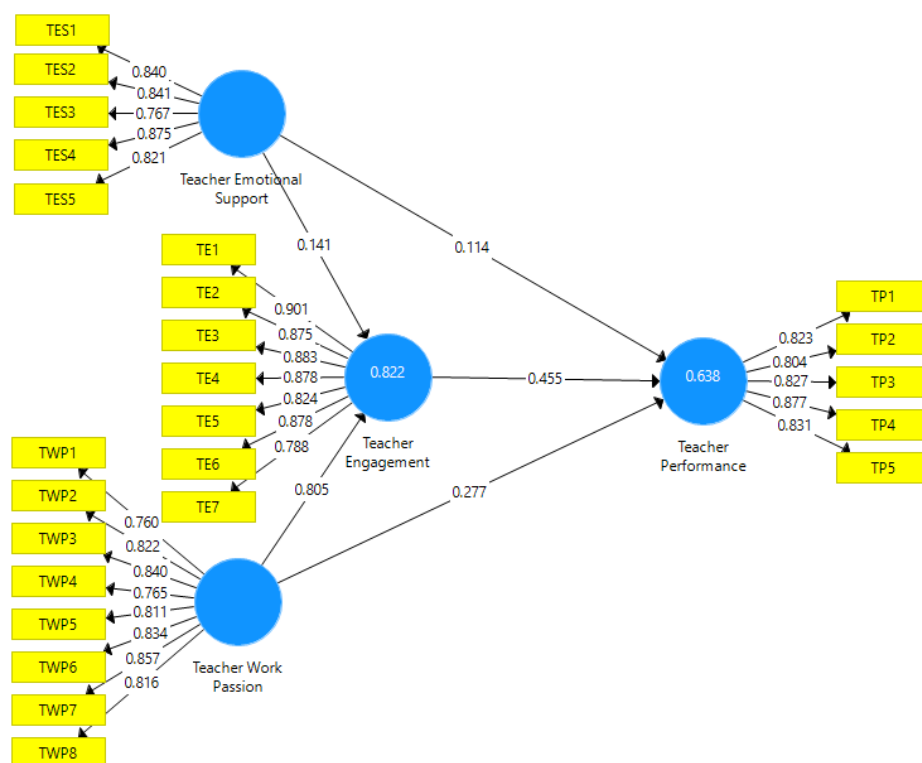
## 3. Results

This research was conducted on teachers who teach at elementary schools, the details of the respondents are shown in Table 1 which shows that the teachers are evenly distributed across various grades, starting from grade 1 to 6. The respondents taught at least grade 2 and grade 3. In addition, the majority of teachers have teaching experience of more than 5 years.

**Table 1.**  
Descriptive Statistic.

Category	n	Percentage
Teaching at		
Grade 1	36	20.93%
Grade 2	18	10.47%
Grade 3	18	10.47%
Grade 4	29	16.86%
Grade 5	32	18.60%
Grade 6	39	22.67%
Teaching Experience		
less than 1 year	1	0.58%
1 to <3 years	2	1.16%
3 to <5 years	5	2.91%
more than 5 years	164	95.35%

Research testing continued with outer and inner models to further analyze the data. The results of the outer model testing are shown in Figure 1.



**Figure 1.**  
Validity Test Result.

The validity test findings, depicted in Figure 1, indicate that all the indicators in the study have achieved the necessary loading factor of 0.7. Since all the indications have fulfilled the necessary criteria, they are deemed legitimate.

**Table 2.**  
Discriminant Validity Result.

Variable	Teacher Emotional Support	Teacher Engagement	Teacher Performance	Teacher Work Passion
Teacher Emotional Support	0.83			
Teacher Engagement	0.687	0.862		
Teacher Performance	0.614	0.783	0.833	
Teacher Work Passion	0.678	0.901	0.764	0.814

The strength of validity testing is enhanced by the presence of discriminant validity, which satisfies the testing criteria outlined in Table 2.

**Table 3.**  
Reliability Test Result.

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Teacher Emotional Support	0.886	0.917	0.688
Teacher Engagement	0.942	0.953	0.743
Teacher Performance	0.889	0.919	0.694
Teacher Work Passion	0.927	0.94	0.662

Table 3 displays the findings of reliability testing, the Cronbach Alpha and composite reliability measures. These results confirm the reliability of all variables included in the research. This shows that the variables in the research exhibit a high level of consistency, since they meet the criteria of being over 0.7. This study also tested the fit model in the study which was aimed at determining the goodness of the model as shown in Table 4.

**Table 4.**  
Model Fit Result.

Model Fit	Result
SRMR	0.040
d_ULS	0.075
d_G	0.179167
Chi-Square	272.846
NFI	0.928

Based on the tests shown in Table 4, it shows that the SRMR and NFI values have exceed the criteria, there are  $SRMR \leq 0.08$  and  $NFI \geq 0.900$ . This indicates that the model fit with the criteria.

**Table 5.**  
Direct Effect Result.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Teacher Emotional Support → Teacher Engagement	0.141	0.141	0.063	2.239	0.026
Teacher Emotional Support → Teacher Performance	0.114	0.112	0.079	1.435	0.152
Teacher Engagement → Teacher Performance	0.455	0.450	0.116	3.933	0.000
Teacher Work Passion → Teacher Engagement	0.805	0.800	0.066	12.182	0.000
Teacher Work Passion → Teacher Performance	0.277	0.283	0.102	2.713	0.007

The results of hypothesis testing in Table 5 demonstrate a direct correlation between teacher emotional support and teacher engagement, while indicating no impact on teacher performance. In addition, the test results clearly demonstrate that teacher work passion strongly influences teacher engagement and teacher performance. In addition, teacher engagement directly impacts teacher

performance. It may be inferred that just one hypothesis lacks support, specifically the hypothesis regarding the impact of teacher emotional support on teacher performance.

**Table 6.**  
Indirect Effect Result.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Teacher Emotional Support → Teacher Performance	0.064	0.067	0.032	1.983	0.049
Teacher Work Passion → Teacher Performance	0.366	0.364	0.09	4.055	0.000

The test results in Table 6 suggest that teacher performance is influenced by teacher engagement, which in turn is influenced by teacher emotional support and teacher work passion. This suggests that the variable of teacher involvement has a crucial role in affecting teacher performance.

#### 4. Discussion

The research findings uncover a critical relationship between teacher performance and psychological aspects. The presence of emotional support from teachers has a direct influence on their level of engagement, underscoring the need of creating a school atmosphere that fosters emotional support in order to promote teacher dedication and participation. However, the evidence suggests that this emotional support does not directly influence teacher performance. Contrarily, it proposes that teacher emotional support has an indirect impact on teacher performance, and this influence occurs through the process of teacher engagement. The results emphasise that in order for teachers to achieve their best performance in line with school objectives and goals, it is crucial to promote their engagement. This underscores the importance of school organisations taking an active role in creating an atmosphere that fosters a strong psychological connection between teachers and their profession. An ideal setting should not just revolve around transactions, such as job duties and tasks, but should also extend beyond that to foster a feeling of ease, inclusion, and emotional commitment among educators [1]. Teachers who have emotional support and a strong sense of connection to their job are more inclined to fully engage in their roles. This research emphasises that teachers should not view their responsibilities as simply job duties, but rather as a commitment to the mission of transmitting information. The comprehensive method to evaluating teacher performance emphasises the importance of providing emotional support and fostering engagement. When these two factors are combined, they greatly influence the attainment of desired results and the overall excellence of education in an institution. Essentially, the findings highlight the significance of acknowledging and fostering the emotional well-being and dedication of teachers in order to achieve optimal performance in line with educational goals.

Previous research such as Luo, et al. [19] has consistently demonstrated that the emotional support provided by teachers plays a crucial role in increasing teacher engagement. Emotional support involves providing teachers with comprehension, compassion, and a nurturing atmosphere. It involves providing support, guidance, and acknowledging the difficulties that educators encounter in their positions [20]. Emotional support from colleagues and administrators fosters a pleasant and caring environment within the school community, as perceived by teachers [9]. Pleasant culture encourages active participation and involvement from teachers. Al-Mahdy, et al. [21] highlighted the significance of emotional support in mitigating teacher stress and fostering overall well-being. Teachers who receive adequate emotional support are more likely to have greater levels of job satisfaction, which is a crucial aspect of teacher engagement. They express a heightened sense of dedication to their profession and a strong enthusiasm for their roles as educators. Emotional support fosters heightened morale and motivation, which consequently cultivates a profound sense of engagement that surpasses mere job fulfilment.

Emotional support in an educational context entails the giving of comprehension, compassion, and a feeling of inclusion to teachers. It encompasses the provision of support, guidance, and acknowledgment

of the difficulties that educators encounter. Emotional support from colleagues and supervisors fosters a healthy and caring professional environment for teachers [22]. Consequently, this has a direct and beneficial effect on teacher involvement. Teachers who receive emotional support are more likely to feel a stronger sense of job satisfaction and dedication to their employment. They get a sense of worth and recognition, which might enhance their enthusiasm and drive. Essentially, this fosters a feeling of involvement that surpasses ordinary professional obligations. Teachers develop a stronger commitment to their work and the educational institution when they see that their emotional well-being is being given priority [15]. The ramifications of emotional support on teacher engagement transcend the teachers themselves.

Teachers that are actively engaged are more inclined to actively participate in professional development, actively search for creative teaching practises, and prioritise the well-being. This proactive approach directly improves their performance in the classroom. Furthermore, a school atmosphere that provides emotional support fosters a secure setting for teachers to engage in discussions about difficulties, seek guidance, and cooperate in finding solutions. This assistance enables individuals to enhance their professional and personal development, resulting in enhanced teaching quality and efficacy [20]. Teachers that are actively involved in their teaching also have a tendency to cultivate a favourable classroom atmosphere that encourages student participation, ultimately leading to increased levels of academic success. Pekrun [23] conducted a study that revealed a robust correlation between teacher emotional support and student outcomes. Students that received emotional support from their teachers displayed increased engagement, improved behaviour, and higher levels of accomplishment. The correlation between emotional support and teacher engagement is intricately linked to teacher performance. Teachers that are actively engaged are more inclined to actively participate in professional development, actively seek out creative teaching approaches, and actively invest in the well-being [1, 24, 25]. This proactive approach improves their performance in the classroom.

The findings of this study reveal a substantial and favourable correlation between teacher work passion and both teacher engagement and performance. This discovery emphasises the crucial significance of passion in influencing a teacher's dedication and efficacy inside an educational institution. It implies that a strong passion for teaching has a significant influence not only on an educator's personal involvement in their job but also on their capacity to successfully communicate knowledge in the classroom. The passion for work in teachers acts as a potent driving force that ignites their commitment and excitement towards their profession. When educators possess a profound passion for their work, it results in increased levels of involvement and commitment to the school organisation. This passion transcends ordinary job obligations; it cultivates a profound feeling of purpose and dedication to the educational mission.

The research findings elucidate the impact of a teacher's passion on their capacity to provide impactful instruction. Teachers who possess a strong enthusiasm for their work are inclined to dedicate considerable time and effort towards the development of inventive teaching techniques, customising classes to cater to the varied requirements, and establishing vibrant and motivating learning environments [26]. Consequently, teacher work passion has a profound effect on student engagement and performance, highlighting its extensive influence. It is crucial to acknowledge that the teacher's capacity to provide influential and motivating instruction does not occur alone. The degree of proximity between the teacher and the school organisation, in terms of experiencing support, appreciation, and a sense of connection to the institution, is a crucial element that might amplify the impact of work passion on teacher performance. Hence, it is clear that the effectiveness of a teacher is not only determined by their personal dedication, but also influenced by the interplay of their passion, involvement with the institution, and the level of support provided by the school [27].

Prior studies have repeatedly demonstrated that teacher work passion plays a crucial role in driving teacher engagement. Work passion is characterised by a strong, inherent drive to teach that surpasses the mere completion of job duties. It includes a profound passion for the occupation, a sincere curiosity in student achievement, and a dedication to ongoing enhancement. Gilal, et al. [27] highlights the



significant role of passion in influencing teachers' level of engagement in their profession. Teachers who possess a strong enthusiasm for their profession are inclined to be more actively involved in their responsibilities. They proactively pursue opportunities for professional growth, exhibit a greater propensity for exploring novel teaching methods, and dedicate additional time and effort to establish dynamic and inspirational learning settings. This proactive strategy improves their involvement inside the educational institution.

Expanding on prior research, a thorough comprehension of the correlation between teacher work passion and teacher engagement becomes more distinct. Previous research has continually emphasised the significance of passion as a powerful motivator for heightened engagement. According to Gökyer [28] researchers have emphasised that passion is not only a superficial feeling, but a profound inner drive that motivates educators to be actively engaged and enthusiastic in their work. This engagement goes beyond simply completing work responsibilities and is rooted in a sincere passion for teaching and a dedication to the achievement of students [29]. Dedicated educators who possess a strong enthusiasm for their profession aggressively pursue opportunities for professional growth, explore novel pedagogical approaches, and invest additional time and energy into crafting vibrant and motivational learning settings [30]. These findings highlight the importance of work passion in motivating teacher engagement and emphasise its significant influence on teacher performance and student outcomes, as evidenced by studies such as [17]. Teachers who are motivated by passion are more likely to perform exceptionally well in the classroom, establish good learning environments, and ultimately enhance student accomplishment, so establishing the basis for comprehensive student growth.

The correlation between work passion and teacher engagement has extensive ramifications. Teachers that are actively involved and committed likely to demonstrate higher performance in the classroom and have a good impact on student results. Shang [13] revealed a positive correlation between instructors' degrees of passion and their levels of involvement and effectiveness in teaching. Teachers that possess a strong passion for their profession are more inclined to establish a favourable classroom atmosphere, which promotes student involvement and drive [27]. Consequently, this adds to enhanced academic performance and overall student triumph. Passionately engaged teachers not only have an impact on student achievements, but also serve as role models and mentors, imparting not only knowledge but also values, enthusiasm, and a strong work ethic [31].

Prior research, such Kanya, et al. [32] and Shang [13] has shown that teacher performance is complex and includes factors such as the quality of education, classroom management, and general effectiveness. These studies constantly highlight that teacher success encompasses more than just effectively delivering curriculum. It also requires establishing a favourable learning environment and fostering good teacher-student connections. Studies have also shown that the performance of teachers is strongly connected to their professional development. Teachers who actively participate in ongoing learning opportunities tend to demonstrate higher levels of performance. Roncesvalles and Gaerlan [33] have highlighted that a school atmosphere that provides emotional support is recognised as a crucial element in enhancing teacher effectiveness. The conducive environment fosters cooperation, ingenuity, and the sharing of optimal methods among instructors. Previous studies such Collie, et al. [10] and Girvan, et al. [34] has highlighted the significance of teacher practises and tactics in attaining enhanced student outcomes, which is closely linked to teacher performance. Teacher performance is influenced by various interlinked elements, including instructional quality and the overall school culture [35]. It is closely tied to student achievement, making it a complicated and varied aspect of the teaching profession.

## 5. Conclusion

The research analyses the complex interaction between emotional support, teacher work passion, teacher engagement, and teacher performance, which is a crucial connection in educational organisations. This connection is influenced by various circumstances and has significant consequences for teaching quality and student results. Emotional support is essential in creating a caring and understanding



atmosphere in educational institutions. It promotes teacher involvement, cultivating a feeling of inclusion, contentment with their work, and dedication. The influence of teacher emotional support on teacher engagement is direct, while its impact on teacher performance is more indirect, mostly mediated through engagement. The findings emphasise that active involvement is a prerequisite for achieving the best performance from teachers, which consequently leads to enhanced student learning. Teacher work passion among educators is a strong driving force for their participation. Dedicated instructors possess an inherent drive, actively pursuing opportunities for professional development and novel teaching methodologies. Teacher performance is a complex concept that includes factors such as the quality of education, classroom management, and general effectiveness. Moreover, it fosters a favourable atmosphere for the advancement of professional skills. The combination of emotional support and work passion amplifies teacher performance, resulting in a more vibrant and motivating learning environment, ultimately benefiting student outcomes.

### Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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