Passion for teaching, teacher immediacy behavior, and job satisfaction: A path model on teaching effectiveness among public school teachers

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Abstract

This study aimed to determine the best-fit model for teaching effectiveness as influenced by passion for teaching, teacher immediacy behavior, and job satisfaction among 400 public secondary school teachers in Davao Region, Philippines. Using the Path Model Analysis, findings revealed high levels of Passion for Teaching, Teacher Immediacy Behavior, and Job satisfaction, while the level of Teaching effectiveness was Very High. Similarly, there was a significant relationship between the exogenous variables and Teaching Effectiveness; there was a combined influence of Passion for Teaching, Teacher Immediacy Behavior, and Job Satisfaction on Teaching Effectiveness. Further, results showed that model 3 satisfied the criteria for the best-fit model since it showed the importance of all factors of passion for teaching, such as; Passion Criteria, Harmonious Passion, and Obsessive Passion, and all factors of job satisfaction, namely; security, work environment, job responsibilities, and community attachment have strong interconnectedness with each other. Among the exogenous variables, job satisfaction is directly associated with teaching effectiveness. These results further explained that all job satisfaction factors affect endogenous variable factors of teaching effectiveness, such as commitment, knowledge of the subject matter, teaching for independent learning, and management of learning. The results imply that school administrators may use the study's findings in making and revising programs for teachers' professional development to promote a higher level of teaching effectiveness.

Keywords: educational management, teaching effectiveness, path analysis, teacher, Philippines

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1. Introduction

Teaching effectiveness is one of the most critical areas in education that dozens of nations are facing today. It has become the focus of intense educational attention in the United States since many students get trapped in classrooms with ineffective teachers and the effect across the state is devastating so they plan to replace the least effective 8% of teachers with average teachers has a present value of $100 trillion. In addition, evidence shows that low performing teachers cost hundreds of thousands of dollars in lost income and productivity each year that they remain in the classroom. Hence, identifying the causes of teacher ineffectiveness has become increasingly important (Burgess, 2019). Moreover, teacher effectiveness has a huge impact on student learning. The success of the students will depend to a great extent, upon how well the teachers have trained them. Similarly, the quality of education received by the learners depends upon how effective the teachers on their teaching profession. Thus, effectiveness of the teachers become imperative to empower the students for facing the emerging challenges of global world. If the teacher is truly ineffective and everyone is doing poorly, there's less that can be done (Agsalud, 2017; Burgess, 2019; & Letendre & Wiseman, 2015).

To meet the standards in achieving effectiveness towards teaching, Altun (2017) emphasizes the value of being a passionate teacher. It serves a great contributing factor in education. Since, having a passion for teaching, it not only pushes teachers to teach effectively but also drives students to learn efficiently. Teaching with passion brings about care, motivation, and willingness which are indispensable elements in teaching effectiveness in the classroom. Also, Hampton, (2018) found out that teacher immediacy is considered as great predictor of teaching effectiveness. Effective instruction is in part facilitated by a high level of instructor immediacy. Likewise, Estepp & Robert, (2019) examined the role of teachers' nonverbal immediacy behaviors in teaching-learning situations and concluded that these behaviors were significant predictors of teaching effectiveness. Meanwhile, Beri (2016) revealed that the more the teacher is satisfied in his/her job, the more they are effective in their teaching. Teachers are said to be the builders of a nation. If the teachers are satisfied in their jobs and have effective teaching, then it directly leads to the beneficiary for the students, which helps the teaching-learning process.

Many types of research revealed that there have been studies in the past linking teaching effectiveness with the passion of individuals mostly in global settings (Wangberg, 2018). Very little research has been done in the academic world to understand the role of teaching Effectiveness in the local setting (Abulon, 2023). Thus, the researcher wanted to conduct this study focusing the influence of passion for teaching, teacher immediacy behavior and job satisfaction to the teaching effectiveness of public secondary school teachers in Davao Region. It is in this context, that passion for teaching, teacher immediacy behavior and job satisfaction can be a structural equation model on teaching effectiveness as this can raise awareness to the extended beneficiaries of the study and possibly develop intervention schemes to improve teaching-learning process for school administration, teachers and students thus, there is the need to conduct this study.

Research Objectives - The objectives of this study is to determine best-fit model significantly influence on the teaching effectiveness of public secondary school teachers in Davao Region. Beri (2016) believed that security; work environment, job responsibilities community attachments are factors affecting job satisfaction and teaching effectiveness. It acts as a powerful force that gives happiness and increase one's efficiency to work effectively and it could increase the teaching effectiveness of those ineffective teachers. Specifically, this study dealt the following questions:

➢ What is level of Passion for teaching in terms of passion criteria, harmonious passion, obsessive passion; what is the level of teacher immediacy behavior in terms of: verbal immediacy; nonverbal

immediacy

➢ What is the level of job satisfaction in terms of security, work environment, job responsibilities, and community attachments?

➢ What is the level of teaching effectiveness of in terms of, commitment; knowledge of the subject matter; teaching for independent learning, management of learning?

➢ What is the significant relationship between; passion for teaching and teaching effectiveness; teacher immediacy behavior and teaching effectiveness; and job satisfaction and teaching effectiveness

➢ What domain that best influences teaching effectiveness

➢ Which model best fits the teaching effectiveness of public secondary school teachers in Davao Region?

Theoretical Framework - This research was anchored on the following credible authorities: This study is anchored on Performance Management Theory of Action of Simmons (2011) who believed that teacher effectiveness is the single most important factor and greatly needed to affect in student academic achievement. Every child deserves to have a team of effective leaders throughout their career. Agsalud (2017), found out that in order to sustain high quality of faculty members, the schools and universities should be more aggressive with its faculty development program especially along faculty participation to training to ensure teaching effectiveness. Meanwhile, job satisfaction theory by Inayat (2021) known as range of affect theory which states that employees will be satisfied with jobs that they perceive to offer them the things they value. When employees value autonomy and the job offer some unsupervised discretion over work-related decisions, the employee is more apt to be satisfied with the job. Thus, to become an efficient teacher, teachers are required to possess many qualities. Job satisfaction is one of them because if teachers are satisfied in their jobs and teaching effectiveness is proper.

Conceptual framework - This study is having three variables serve as mediating variables. The first is passion for teaching with the indicators of; passion criteria; harmonious passion and obsessive passion. Another is teacher immediacy behavior with the indicators of; verbal immediacy and non-verbal immediacy developed by Liu (2021). Also, job satisfaction with the indicators of; modified by Romero & Bantique (2017) based from the Minessota Satisfaction questionnaire is another independent variable. While the dependent variable presented by Agsalud (2017) is teaching effectiveness using the faculty evaluation instrument (QCE) with its indicators; commitment, knowledge of the subject matter, teaching for independent learning, management of learning.
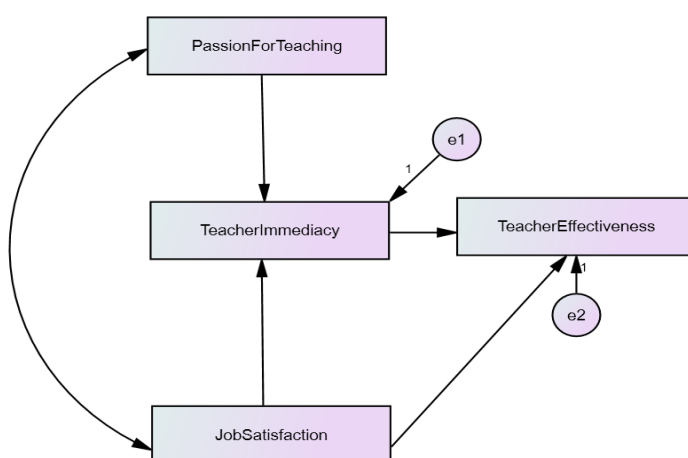

Figure 1. The Conceptual Framework of the Study

Significance of the study - Furthermore, this study is significant to different international education institution, stakeholders from the government, community, influential people, political leaders and teachers to look for solutions that would help to overcome challenges that face our educational problems related to teaching effectiveness. The administrators of the schools may use the findings, results and the best fit model generated from the study in making and revising programs for teachers' professional development which will promote higher level of teaching effectiveness among the teaching force of the selected public secondary schools. This will enable them to determine the appropriate teaching needs to ensure high performance of students. On the other hand, school heads will be able to guide and assist teachers in ensuring teaching effectiveness. Finally, it is also expected that findings of this study will give direct benefits to the social value of the secondary teachers for the improvement of their well-being and their teaching effectiveness as teachers. Likewise, this will also give an idea to the future researchers who might look into the other side of the study.

2. Method

Research Respondents - With the aim of determining the level of teaching effectiveness among public secondary schools in Region XI, the researcher utilized sample random sampling which determined the number of schools per division. In determining the 400 respondents appropriate for Path Model analysis, the rule of thumb was used (Bentler, Yuan, and Wu, 2010). As shown below, the eight (8) divisions in Region XI are the subject of the study with a total number of 400 respondents from the total population of 25,469 or .01 percent of the total Secondary teachers in Region XI of which 68 % or 272 of the respondents are female teachers while 32 % or 128 are male teachers. They are the ones fitted as respondents for the study and provide useful information to test the hypothesis of this study. While public elementary teachers and private secondary teachers are not included in this study. The respondents can be eliminated from the research study if he/she commits falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs. Participants can withdraw from the research study at time if they feel troubled or discomforted. If so, the participants should let the researcher know that he/she wishes to withdraw. A participant may provide the researcher with the reason(s) for leaving the study but is not required to provide their reasons.

Materials / Instruments - This study used downloaded questionnaires from web sources. There were four instruments used in this study namely: passion for teaching, teacher immediacy behavior, job satisfaction and teaching effectiveness. The passion for teaching Scale was developed by Carbonneau Vallerand, Fernet, Guay (2008) and was designed to determine the level of Passion for teachers in their teaching career. The (PT) instrument consists of 16 items divided into three (3) subscale: passion criteria, harmonious passion and obsessive passion. Next instrument to be used is Teacher Immediacy Behavior Scale developed by Gorham (1998). This was designed to determine the level of teachers' immediacy behavior on the things that some teacher doing or saying in their classes. The scale consists of 34 items divided into three (2) subscale: verbal immediacy and nonverbal immediacy. Third questionnaire to be used or find out the level of teachers' satisfaction towards their work is Jobs Satisfaction Scale which was modified by Romero and Bantique (2017) based from the Minnesota Satisfaction questionnaire. It consists of 40 items subdivided into four (4) subscale: security, work environment, job responsibilities and community attachment. On the other hand, to measure Teaching Effectiveness, an instrument was modified by Agsalud (2017) based from the Faculty Evaluation Instrument. The instrument consists of 20 items divided into four sub-scale: commitment, knowledge of subject matter, teaching for independent learning and management of learning. This is designed to find out the level of teaching effectiveness among public secondary school teachers.

Also, the questionnaires were being polished and contextualized to achieve appropriateness in accordance to the local setting. Six expert validators scrutinized the contents of the questionnaire for construct validity. Suggestions were given, which were followed by the researcher. For content validity, the instrument is considered as a very good tool since it received a rating of 4.55 from the internal and external validators. This implies that the survey instruments are valid and reliable. During the pilot testing, Passion for Teaching obtained a Cronbach alpha of .808, teacher immediacy behavior got 0.977, job satisfaction earned 0.931 and teaching

effectiveness has a Cronbach alpha of 0.941.

3. Design and Procedure

In this study, the researcher utilized the quantitative non-experimental design research method. The descriptive-correlation method of research in which this method is a measure of associations of variable with varying level of measurement. Pearson r and regression analysis which are part of quantitative research. Likewise, this study will use Path Analysis model. This method will be used to measure the relationship of passion for teaching, teacher immediacy behavior, job satisfaction towards teaching effectiveness among public secondary school teachers in Region XI. The data were gathered following the hereunder procedures: The researcher sent a letter to the Dean of Professional Schools asking permission to conduct a survey among teaching force in Davao Region. Then followed by a letter sent to the Regional Director of the DepEd Regional Office asking permission to conduct the study to the eight (8) Divisions in Region XI. The preliminary draft of conducted questionnaire was forwarded to the research adviser for possible correction and comments; afterward, the said questionnaire was forwarded to the panel of experts for reliability and validation.

The following statistical tools was used in the computation of data and testing the hypotheses at alpha 0.05 level of significance; **Mean**. This was used to determine the level of passion for teaching, teacher immediacy behavior, job satisfaction, and teaching effectiveness. **Pearson (r)**. This was used to determine the interrelationship between passion for teaching, teacher immediacy behavior, job satisfaction, and teaching effectiveness. **Regression Analysis**. This was used to determine the significant influence between passion for teaching, teacher immediacy behavior, job satisfaction, and teaching effectiveness. **Path Model Analysis.** This was used to determine the mediating effect of passion for teaching, teacher immediacy behavior, job satisfaction, towards teaching effectiveness. It also explored the model fit value. In addition, to identify the best fit model, all the values of the given indices must fall with each criterion. Structural Equation Modeling (SEM) was used. SEM is a powerful, multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationships. The researcher used the Goodness of Fit Statistics for the Alternative Model thru Analysis of Moment Structure (AMOS). The following indices were computed and should meet the criteria: CMIN/DF should be $0<<2$ with a p-value >0.05, Tucker-Lewis Index (TLI) should be >0.9, Comparative Fit Index (CFI) should be >0.9, Goodness of Fit Index (GFI) should be >0.9, Normed Fit Index (NFI) should be >0.9 and Root Mean Square Error of Approximation (RMSEA) should be <0.05 and P of close Fit (PCLOSE) of >0.05 (Hooper, Coughlan & Mullen, 2008).

4. Results and Discussion

4.1 Level of Passion for Teaching

Presented in Table 1 is the level of Passion for teaching which has a weighted mean of 3.99 with standard deviation of 0.48 and a verbal interpretation of High. The mean of indicators ranges from 3.52 to 4.25. The results show that there are two indicators that received the very high mean value, such as Passion Criteria with a mean value of 4.21; and Harmonious Passion with a mean value of 4.25. Meanwhile, the only indicator which received a descriptive equivalent of High is Obsessive Passion.

Table 1

Level of Passion for Teaching

Indicator		SD	Mean	D.E.
Passion Criteria		0.77	4.21	Very High
Harmonious Passion		0.65	4.25	Very High
Obsessive Passion		0.92	3.52	High
	Overall	0.48	3.99	High

4.2 Level of Teacher Immediacy

Presented in Table 2 is the level of teacher immediacy with an overall weighted mean score of 3.89 and a standard deviation of 0.59 that has a verbal interpretation of High. The highest mean is verbal immediacy with a mean value of 4.09 and a verbal description of High. Followed by Non-Verbal Immediacy with a mean value of 3.69 and a verbal description of High. For specific result, *Looking at the class while talking served as the highest mean value of 4.29 with a descriptive equivalent of very high;. asking question or encouraging students to talk got the highest mean value of 4.28*; *Analyzing results to help students understand better* with a mean value of 4.27. Meanwhile, the item that have the lowest means and have a verbal description of moderate is *Sitting behind the desk while teaching* with a mean value of 3.25.

Table 2

Level of Teacher Immediacy

Indicators		SD	Mean	D.E.
Verbal Immediacy		0.65	4.09	High
NonVerbal Immediacy		0.71	3.69	High
	Overall	0.59	3.89	High

4.3 Level of Job Satisfaction

As can be gleaned in Table 3, it presents the level of n **Job Satisfaction** with an overall weighted mean score of 4.17 and a standard deviation of 0.374 that has a verbal interpretation of High. For specific items' result, the highest means with a verbal description of Very High are Being satisfied of the chance to have a definite place in the community with a mean value of 4.36; Being satisfied of the chance to do things that don't harm my other co-workers with a mean value of 4.35; and Being satisfied of the linkages of the school in the immediate community with a mean value of 4.33. Meanwhile, there are items that have the lowest means and have a verbal description of High. These are being able to do things that don't go against my conscience. with a mean value of 3.87, *Being satisfied of the chance to "rub elbows" with important people* and *Being satisfied even when all my efforts are not rewarded the way it should be* of which both have the same mean value of 3.90 and have a descriptive equivalent of High.

Table 3

Level of Job Satisfaction

Indicators		SD	Mean	D.E.
Security		0.47	4.11	High
Work Environment		0.47	4.18	High
Job Responsibilities		0.46	4.13	High
Community Attachments		0.43	4.25	Very High
	Overall	0.37	4.17	High

4.4 Level of Teaching Effectiveness

Shown in Table 4 are the weighted means of each criterion of teaching effectiveness, in which the overall weighted mean is 4.37 with a standard deviation of 0.455 and descriptive interpretation of High. The mean of the indicators ranges from 4.31 to 4.43. The results revealed that the Teaching for Independent Learning has the highest mean score with a mean value of 4.43 which is described as Very High. This is followed by Management of Learning with a mean value of 4.38 that has a Very High descriptive equivalent. Next is Knowledge of Subject Matter with a mean value of 4.36 which is described as Very High; and Commitment with a mean value of 4.31 that described as Very High.

Table 4

Level of Teaching Effectiveness

Indicators		SD	Mean	D.E.
Commitment		0.47	4.31	Very High
Knowledge of Subject Matter		0.55	4.36	Very High
Teaching for Independent Learning		0.49	4.43	Very High
Management of Learning		0.52	4.38	Very High
	Overall	0.45	4.37	Very High

4.5 Significance on the Relationship between Levels of Passion for Teaching and Teaching Effectiveness

Shown in Table 5 are the results of the test of relationship between Passion for Teaching and Teaching Effectiveness. As reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .530 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is significant relationship between passion for teaching and teaching effectiveness.

Table 5

Significance on the Relationship between Levels of Passion for Teaching and Teaching Effectiveness

Passion for Teaching	Teaching Effectiveness				
	Commitment	Knowledge of Subject Matter	Teaching for Independent Learning	Management Learning	Overall
Passion Criteria	.305*	.277*	.569*	.277*	.518*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Harmonious Passion	.279*	.503*	.334*	.253*	.529*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Obsessive Passion	-.118*	-.123*	.216*	.188*	.530*
	(0.027)	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.211*	.203*	.216*	.188*	.530*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level.

4.6 Significance on the Relationship between Levels of Teacher Immediacy and Teaching Effectiveness

Shown in Table 6 are the results of the test of relationship between Teacher Immediacy and Teaching Effectiveness. The results show that the overall values reveal a positive and significant relationship between Teacher Immediacy and Teaching Effectiveness (r=value 0.727, p=value of .019). More specifically, indicator on Non-verbal Immediacy correlate positively with Commitment (.509*), Knowledge of Subject Matter (.5116*) Teaching for Independent Learning (.541*) and Management Learning (.517*).

Table 6

Significance on the Relationship between Levels of Teacher Immediacy and Teaching Effectiveness

Teacher Immediacy	Teaching Effectiveness				
	Commitment	Knowledge of Subject Matter	Teaching for Independent Learning	Management Learning	Overall
Verbal Immediacy	.156*	.165*	.145*	.176*	.181*
	(0.003)	(0.002)	(0.007)	(0.001)	(0.001)
NonVerbal Immediacy	.509*	5.116*	.541*	.517*	.536*
	(0.042)	(0.030)	(0.008)	(0.029)	(0.011)
Overall	0.694	0.692	0.940	0.612	0.727
	(.021)	.021	.004	(.027)	(.019)

*Significant at 0.05 significance level.

4.7 Significance on the Relationship between Levels of Job Satisfaction and Teaching Effectiveness

Presented in Table 7 are the results of the test of relationship between Job Satisfaction and Teaching

Effectiveness. As shown in the hypothesis, the relationship was tested at 0.05 level of significance. The overall result reflects that job satisfaction is correlated with teaching effectiveness since the overall r-value is .584 with a p-value that is <.05, hence accepting the null hypothesis. This shows that Job Satisfaction has significant relationship to teaching effectiveness.

Table 7

Significance on the Relationship between Levels of Job Satisfaction and Teaching Effectiveness

Job Satisfaction	Teaching Effectiveness				
	Commitment	Knowledge of Subject Matter	Teaching for Independent Learning	Management Learning	Overall
Security	0.716	0.710	0.518	0.693	0.759
	(.019)	(-.020)	(-.035)	(-.021)	(-.016)
Work environment	.200*	.536*	.226*	.185*	.539*
	(0.000)	(0.000)	(0.000)	(0.001)	(0.000)
Job responsi bilities	.149*	.142*	.140*	.165*	.568*
	(0.005)	(0.008)	(0.009)	(0.002)	(0.002)
Community Attachment	.198*	.207*	.149*	.198*	.513*
	(0.000)	(0.000)	(0.005)	(0.000)	(0.000)
Overall	.573*	.572*	.547*	.560*	.584*
	(0.001)	(0.001)	(0.006)	(0.003)	(0.001)

*Significant at 0.05 significance level.

4.8 Summary of Goodness of Fit Measures of the Three Path Analysis Models

Table 8 shows the summary of the Goodness of Fit Measures of the three Path Analysis Models. It signifies that based from the result of the data gathered, Chi-Square/Degrees of Freedom has a criterion of 0 < value < 2 obtained a model fit value of 15.922 for model1; 8.061 for model 2 and 1.422 for model 3; While P-value has a criterion of > 0.05 and a model fit value of .000 for model 1, 0.005 for model 2 and 0.241 for model 3; Also, for the Normed Fit Index has a criterion of > 0.95 with model fit value of .780 for model 1, 0.888 for model 2 and 0.961 for model 3; For the Tucker-Lewis Index that has a criterion of > 0.95 obtained a model fit value of -.351 for model 1, .361 for model 2 and .962 for model 3; For Comparative

Table 8

Summary of Goodness of Fit Measures of the Three Path Analysis Models

Model	CMIN/DF 0<value>2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	15.922	.000	.780	-.351	.775	.978	.207	.001
2	8.061	.005	.888	.361	.893	.989	.142	.028
3	1.422	.241	.961	.962	.987	.996	.035	.501

Fit Index that has a criterion of > 0.95 gained a model fit value of .775 for model 1, 0.893 for model 2 and 0.897 for model 3; For Goodness of fit index has a criterion of > 0.95 revealed a model fit value of.978 for model 1, 0.989 for model 2 and 0.996 for model 3; For the RMSEA- Root Means Square of Error Approximation has a criterion of < 0.05 gained a model fit value of .207 for model 1, 0.142 for model 2 and 0.035 for model 3. For the Index P-Close Fit has a criterion of > 0.05 revealed a model fit value of 0.001 for model 1, 0.028 for model 2 and .501 for model 3. Results showed that among the three path analysis models, only model 3 had indices that consistently indicated an outstanding fit to the data. therefore, it is identified as the best path model.

5. Conclusions and Recommendations

Results revealed that the level of Passion for Teaching is *High*; the level of Teacher Immediacy is *High*; the level of Job satisfaction is *High*; the level of Teaching effectiveness is Very *High*, there is a significant relationship among Passion of Teaching, Teacher Immediacy and Job Satisfaction to Teaching Effectiveness; there is a combined influence among Passion for Teaching, Teacher Immediacy and Job satisfaction to Teacher

Effectiveness. Of the three path analysis models, only model 3 had indices that consistently indicated an outstanding fit to the data; therefore, it is identified as the best path model. This model indicates that a teaching effectiveness of Teachers is strongly influenced with job satisfaction.

Based from the findings, it is then recommended that with the problem in teaching effectiveness, the high level of passion for teaching of which Obsessive Passion obtained a lowest mean should be addressed. It might focusing on the item *My job as teacher is the only thing that is really turning me on* "which gained the lowest mean among the items. This can be done through involving the teachers on the wellness program so that they may be able to be more passionate and able to make their job turn them on.

Also, teacher immediacy can be further studied and explored through a qualitative study in order to deeply understand the teacher immediacy specifically on the items" *sitting on a desk or in a chair while teaching, Using monotone dull voice when talking to the class and Looking at board or notes while talking to the class"* which gained lowest mean and have a moderate description. With this findings, the school head may include this issues on the Learning Action Session of the teachers in which importance of having a non- verbal skill will increase teachers' immediacy orientation. This will give opportunities for teachers to develop in making use of innovations and resources for improvement and increase of the level of the Non Verbal Immediacy. As Andersen (2017) viewed that teacher immediacy as a potential predictor of teaching effectiveness.it reduce physical and/or psychological distance between teachers and students. Teaching effectiveness was examined in light of teacher ability to produce affective, behavioral and cognitive student learning.

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