

The Influence of Work Environment on Teachers' Passion Skills in Private Senior High Schools

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Abstract

Outstanding educational achievements stem from the dedication and passion of teachers who are deeply committed to their profession. This study investigates the significant influence of the work environment on the passion skills of teachers in private senior high schools. Employing a quantitative, non-experimental research design, specifically a descriptive-predictive approach with a correlational technique, the study sampled 100 private senior high school teachers from Davao City using simple random sampling. Data analysis involved Mean, Pearson r, and Linear Regression. The findings revealed that both the work environment and teachers' passion skills were rated at a high descriptive level. Furthermore, while the correlation between the work environment and passion skills was weak, the association was statistically significant. These results suggest that a conducive work environment plays a crucial role in supporting employee performance and fostering organizational efficiency. Moreover, the findings highlight the substantial impact of the work environment on teachers' passion skills, underscoring the need for institutional support and initiatives that enhance workplace conditions. It is recommended that educational institutions continue to strengthen work environments and cultivate values that inspire passion in teaching, ultimately enhancing student learning outcomes.

Keywords— Work environment; passion skills; senior high school teachers; employee performance.

Introduction

Exceptional educational outcomes stem from teachers who exhibit unwavering passion and dedication to their profession. However, teaching is a demanding career characterized by stress, inadequate administrative support, student behavior issues, and low compensation. While some

educators remain highly motivated, others become demotivated and eventually leave the profession. Teaching extends beyond following a curriculum; it involves navigating challenges, conflicts, and uncertainties. For some, it is a calling driven by a deep commitment to shaping young minds and contributing to societal progress (Ayers, 2016). Many educators initially enter the profession with enthusiasm, expecting collegial support, but often experience isolation and disillusionment, leading to diminished passion (Scroggs, 2021). The ability to sustain passion despite these challenges is essential, warranting an in-depth examination of the factors influencing teachers' passion and strategies to rekindle it.

Passion serves as a key motivator, driving teachers to perform with enthusiasm and significantly contributing to student success (Serin, 2017). Effective teaching requires curiosity, continuous learning, and the ability to inspire students (Fried, 2002, as cited by Khan, 2020). Research on elementary teachers in Georgia found that a positive work environment—characterized by work-life balance, peer support, and a shared sense of purpose—sustains passion and strengthens commitment, even in challenging times (Scroggs, 2021). Similarly, a study in Zambales revealed that work environment factors, including facilities and administrative support, directly affect teaching performance (Duplon, Ventura, & Decena, 2022). The Philippine Department of Education aims to cultivate educators who are passionate about nation-building and committed to fostering 21st-century skills among students. A supportive and well-structured work environment enhances teacher motivation and productivity, whereas its absence leads to reduced effectiveness, adversely impacting both well-being and performance.

A study in Davao del Sur highlighted the link between teachers' work commitment and alignment with institutional values, emphasizing that passion is deeply rooted in commitment and plays a critical role in effective teaching (Baog & Cagape, 2022). Teachers derive meaning from their profession by upholding workplace values, but when the work environment fails to support these values, motivation declines, hindering student learning. Passionate educators create innovative learning experiences, reinforcing the importance of passion in teaching. Although numerous studies have explored the work environment and work values, limited research has examined their direct relationship with teachers' passion and its impact on the teaching-learning process. Given the pivotal role of passionate teachers in fostering quality education, this study seeks to investigate the relationship between work environment and work values as predictors of passion skills among teachers in private senior high schools.

Statement of the Problem

This study examined the influence of the work environment and work values on the passion skills of teachers in private senior high schools during the academic year 2022–2023. Specifically, it aimed to:

1. Assess the level of the work environment based on supervisor support, peer support, workload, opportunity to perform, and technological support.
2. Determine the level of teachers' passion skills in terms of passion criteria, harmonious passion, and obsessive passion.
3. Investigate the relationship between the work environment and teachers' passion skills.

Findings from this study provide insights into factors influencing teachers' passion, guiding school administrators in fostering a supportive and motivating work environment.

Hypotheses

This study tested the following hypotheses at a 0.05 significance level:

- Null Hypothesis (H_{01}): There is no significant relationship between the work environment and the passion skills of teachers, indicating that factors such as supervisor support, peer support, workload, opportunity to perform, and technological support do not significantly influence teachers' passion skills.

- Alternative Hypothesis (H_1): A significant relationship exists between the work environment and teachers' passion skills, suggesting that a conducive work environment plays a crucial role in shaping their passion criteria, harmonious passion, and obsessive passion.

The findings contribute to understanding how workplace conditions impact teachers' passion and motivation, offering insights for enhancing the teaching environment in private senior high schools.

Review of Related Literature

Work Environment. The work environment is described as the aspects that an organization's human resource development can influence as part of its implementation. These elements include supervisor support, peer support, workload, opportunity to perform, and technology assistance. This either fosters an enjoyable experience for employees, allowing them to realize their abilities and potential, or provides unpleasant experiences that de-actualize employees' behavior (Bakhtiyari, 2017). It is also defined as the physical atmosphere in which employees are encouraged to be dedicated to the firm, resulting in a caring and joyful environment. Furthermore, Zhenjing et al., (2022) suggest that employee devotion can increase work performance.

Employees spend much of their working lives at their workplaces, making the work environment crucial to job satisfaction and performance. A comfortable setting enhances focus, improving productivity and organizational efficiency (Hafeez et al., 2019). The physical work environment affects employees' behavior, job execution, and well-being, serving as a tangible factor in their connection to work roles (Saidi et al., 2019). Moreover, organizational climate significantly influences teachers' passion (Cheah et al., 2022) and enhances job performance (Obeng et al., 2021).

Supervisor Support. Supervisors play a vital role in encouraging employees to apply their learning at work. Their openness, communication, and empowerment foster trust, reducing negativity and boosting productivity. Favorable supervisor treatment enhances employee performance (Zeb et al., 2022, as cited by Saleem et al., 2022). Effective supervision includes mentoring, coaching, and addressing employees' concerns to strengthen workplace connections and achieve organizational goals (Malkoc & Dal, 2020). Supervisors can also implement policies prioritizing teachers' well-being, reinforcing their support and value (Magalong & Torreon, 2021; Swanzzy, 2020).

Peer Support. Coworker support encourages apprentices to apply learned skills, broadening interventions for workplace challenges. Employees who perceive supportive peers show better skill transfer than those who do not (Jungert et al., 2018). Peer support, a form of social assistance, involves sharing knowledge, resources, and emotional support, fostering confidence and competence (Adriyanto, 2021). It also aids teachers in refining their practices through collaboration. Administrators should offer tailored support for struggling teachers, ensuring effective peer relationships through active participation (White, 2018).

Workload. Workload refers to the tasks an individual must complete within a given timeframe, encompassing both physical and psychological demands requiring knowledge. It depends on task volume, time constraints, and the worker's perception of assigned duties (Harmen

et al., 2020). Teachers often express concerns about workload, as balancing teaching responsibilities with well-being is crucial for effectiveness (Magalong & Torreon, 2021).

Opportunity to Perform. This refers to the extent to which teachers can apply newly acquired skills and knowledge from training or actively seek such opportunities. While teachers have the necessary qualifications, additional experience enhances their effectiveness (Tamsah, et al., 2021). Schools investing in teacher development demonstrate a commitment to nurturing high-potential educators (Rodriguez & Walters, 2017). However, both leaders and teachers share responsibility for professional growth (Thirusanku, 2021).

Technological Support. Technology is a key driver in education, with schools providing devices, internet access, and training to enhance digital literacy. While teachers acknowledge its benefits, they often struggle with integration (Johnson et al., 2016). Beyond equipment, peer support in technology use is crucial, offering guidance and fostering accountability in tech adoption (Magcanas, 2019). With institutional support, teachers can maximize their technological potential (King & South, 2017).

Passion Skills. A teacher's enthusiasm enhances their professional growth, shaping their emotional identity and commitment. Passionate teachers, regardless of their work environment, are enthusiastic, dedicated, and inspire both colleagues and students. Their engagement fosters active learning and intellectual and moral development, playing a crucial role in student success. However, teaching is demanding and can diminish enthusiasm over time (Palmer, 2017). Passion drives teacher effectiveness and student achievement. Yet, burnout and attrition often stem from factors like lack of support, school culture, and workload (Fogelgarn & Burns, 2020). The Passion Scale measures teaching passion, categorizing it as harmonious or obsessive.

Passion Criteria. The questionnaire assesses passion levels using four key criteria that define passion (Carbonneau et al., 2008). Teachers evaluate how much they value, dedicate time to, and identify with teaching. Their passion is deeply connected to their emotional responses to the profession and work environment (Khan, 2020).

Harmonious Passion. Harmonious passion enables individuals to engage in their work and other activities with autonomy and positivity, stemming from an internalized sense of volition (Peixoto et al., 2019). Teachers' commitment is strongly influenced by work-life balance, as excessive work demands can reduce dedication. Schools should support this balance to enhance commitment and well-being (Abdulaziz et al., 2022). When individuals experience harmonious passion, they freely engage in work, align it with their values, and experience positive emotions, focus, and energy (Ruiz-Alfonso & León, 2019).

Obsessive Passion. Obsessive passion arises when individuals internalize external pressures, linking their self-worth to work-related achievements (Peixoto et al., 2019; Wang, Mundorf, & Salzarulo-McGuigan, 2021). This can lead to heightened work awareness but also difficulty disengaging from work, increasing stress and burnout (Abdelwahed et al., 2023). While obsessive passion may enhance performance, it often creates conflicts with personal life and leads to negative long-term consequences (Vallerand, Chichekian, & Paquette, 2020).

Teachers face challenges such as stress, lack of support, technological gaps, student behavior issues, and low pay. These factors contribute to attrition, as some seek more comfortable careers. Passion plays a crucial role in retention, as teachers who find their work environment supportive and aligned with their values are more likely to stay committed.

Theoretical Framework

This study is grounded in Elton Mayo's Human Relations Theory of Management (1920s), which highlights the impact of human behavior on productivity and the importance of management-employee communication. Unlike viewing employees as mere resources, this theory asserts that addressing human problems with human solutions leads to a successful organization. Research has shown that public institutions often rely on non-human data to solve human issues. The theory, as discussed in *Human Relations Theory: Implications for Effective Human Resource Management*, emphasizes addressing employees' social and relational needs to enhance productivity (Omolawal, 2021).

The theory identifies four key aspects of an institution: (1) organizations as social systems, (2) employees as individuals with human qualities, (3) the role of informal structures in productivity, and (4) the importance of social ethics over individual ethics. Understanding the relationship between formal and informal institutions is essential, as informal structures shape individual and institutional goals. Achieving both productivity and employee fulfillment requires trust and confidence in the organization (Kimondo, 2022). This study aligns with Human Relations Theory as it examines how social factors such as job satisfaction and belongingness influence productivity and performance.

Additionally, this study is anchored in the Theory of Work Adjustment (TWA), developed by Dawis, England, and Lofquist (1969). TWA explains work as a dynamic, reciprocal process where employees seek environments that match their preferences, influencing their success. Those aligned with organizational culture tend to perform better. The theory was applied in *Integrating the Theory of Work Adjustment and Attachment Theory to Predict Job Turnover Intentions*, highlighting how employee-environment fit impacts retention and job satisfaction (Schneider, 2013, as cited by Dahling & Librizzi, 2014). This study uses TWA to assess how teachers' behavior within their work environment affects productivity and efficiency.

The independent variable, work environment, includes five indicators: supervisor support, peer support, workload, opportunity to perform, and technological support—all essential for attracting, retaining, and motivating staff. The second dependent variable, passion skills, consists of passion criteria, harmonious passion, and obsessive passion, focusing on teachers' curiosity, knowledge growth, and engagement in student learning. The assumed relationship between these variables is illustrated through their connections.

Method

Research Design

This study employed a quantitative research approach utilizing a descriptive-predictive correlational design to examine relationships between variables in a real-world setting. This non-experimental design quantified and analyzed variables using statistical tools to answer research questions such as who, what, where, when, and how (Apuke, 2017). The descriptive-correlational method was appropriate for identifying relationships and predicting changes among the variables: work environment, work values, and passion skills of private senior high school teachers (Lemboye, 2019).

Research Locale

The study was conducted in three selected private senior high schools in Davao City, Davao del Sur, Region XI, with one school from each district. These schools were chosen for accessibility

and willingness to participate. All are recognized institutions with competent faculty dedicated to academic excellence.

Research Respondents

The respondents were private senior high school teachers from the selected schools, chosen through simple random sampling, a technique suitable for homogeneous populations (Frost, 2021). Inclusion criteria required teachers to: (1) be currently employed in a private senior high school, (2) have at least three years of teaching experience to ensure familiarity with institutional culture, and (3) be willing to participate. The study included 100 teachers, aligning with the minimum sample size for meaningful survey research (Kusumawati, 2014).

Research Instruments

The study utilized two adapted questionnaires. Part I, the Work Environment Questionnaire (Zhang, 2015), measured supervisor support, peer support, workload, opportunity to perform, and technological support. Part II assessed Passion Skills, evaluating passion criteria, harmonious passion, and obsessive passion. Responses were rated using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to analyze the work environment's impact on teachers' passion skills.

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	This means that the work environment is very conducive for teaching, always supports employee's performance and promotes organizational efficiency.
3.40 – 4.19	High	This means that the work environment is very conducive for teaching, often supports employee's performance and promotes organizational efficiency.
2.60 – 3.39	Moderate	This means that the work environment is conducive for teaching, sometimes supports employee's performance, and promotes organizational efficiency.
1.80 – 2.59	Low	This means that the work environment is not conducive for teaching, rarely supports employee's performance, and promotes organizational efficiency.
1.00 – 1.79	Very Low	This means that the work environment is not very conducive for teaching, does not support employee's performance, and does not promote organizational efficiency.

For the dependent variable, Passion Skills, the study utilized the Passion Scale for Teaching (Carbonneau et al., 2008). Respondents rated their passion skills using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to assess their passion criteria, harmonious passion, and obsessive passion.

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	The teacher always manifest passion skills in his/her workplace.
3.40 – 4.19	High	The teacher oftentimes manifest passion skills in his/her workplace.
2.60 – 3.39	Moderate	The teacher sometimes manifest passion skills in his/her workplace.
1.80 – 2.59	Low	The teacher seldom manifest passion skills in his/her workplace.
1.00 – 1.79	Very Low	The teacher rarely manifest passion skills in his/her workplace.

In summary, the research instrument comprised 46 items: 30 items for the work environment variable (Part I) and 16 items for the passion skills variable (Part II). The instrument underwent expert validation followed by pilot testing with 20 senior high school teachers to ensure reliability. The Cronbach's Alpha coefficient was 0.965, indicating a high level of internal consistency.

Data Gathering Procedure

The research process began with the validation of the survey instrument by expert validators and the thesis adviser. Following this, pilot testing was conducted to ensure the instrument's reliability. Approval from the Research Ethics Committee (REC) was secured before proceeding with data collection.

To conduct the study, permission was requested from selected private senior high schools in Davao City. Coordination with school administrators ensured smooth implementation, and informed consent was obtained from the participants before data collection. The researcher provided clear instructions on completing the survey and, when necessary, translated the items into the local dialect to ensure accurate responses. Once the questionnaires were completed, they were systematically retrieved for analysis.

The collected data were organized, tabulated, and analyzed using statistical tools. The mean was used to assess the levels of work environment and passion skills, while the Pearson Product-Moment Correlation Coefficient determined the relationship between these variables. Additionally, Multiple Linear Regression was applied to identify significant predictors of teachers' passion skills. These analytical methods provided meaningful insights into how the work environment influences teachers' passion, offering valuable implications for improving teaching conditions.

Results and Discussion

Level of Work Environment of Teachers in Private Senior High School in terms of Supervisor Support

Table 1.1 presents the level of supervisor support in the work environment of private senior high school teachers. The highest-rated statement, "My supervisor re-designed my job description according to my skills learned from training" ($M = 3.82$, High), indicates that supervisors actively acknowledge and integrate teachers' newly acquired competencies. This support fosters a positive

work environment by aligning job roles with professional development (Chen & Wu, 2020, as cited in Saleem et al., 2022). Conversely, the lowest-rated statement, "My supervisor is concerned about the practical applications of my training program" ($M = 3.60$, High), suggests that practical applications receive comparatively less emphasis. Effective supervisor support enhances both in-role and extra-role performance, contributing to overall job satisfaction (Swanzy, 2020).

Table 1.1. Level of Work Environment of Teachers in Private Senior High Schools in terms of Supervisor Support Supervisor Support

	Mean	Descriptive Level
1. My supervisor re-designed my job descriptions according to my skills that I learned from the training.	3.82	High
2. My supervisor set new goals to make sure I can benefit from new skills and knowledge that I learned from training.	3.80	High
3. My supervisor helped me when I have problems in applying my new skills in training.	3.61	High
4. My supervisor gave me advise on how to apply skills and knowledge in training.	3.72	High
5. My supervisor is concerned about practical applications of my training program.	3.60	High
6. My supervisor praised my efforts in front of others after training.	3.69	High

Level of Work Environment of Teachers in Private Senior High School in terms of Peer Support

Table 1.2 highlights peer support levels, with the highest-rated statement, "I receive cooperation from my peers while using new skills" ($M = 4.38$, Very High), emphasizing the importance of collegial collaboration in skill application. Supportive workplace relationships enhance knowledge transfer and teamwork, fostering a conducive learning environment (Jungert et al., 2018). The lowest-rated statement, "My co-workers show interest in learning skills I acquired from training" ($M = 3.85$, High), suggests that while interest exists, there is potential for increased engagement. Peer support strengthens professional development and overall workplace cohesion (Adriyanto, 2021).

Table 1.2. Level of Work Environment of Teachers in Private Senior High School in terms of Peer Support Peer Support

	Mean	Descriptive Level
1. My colleagues help me to apply skills and knowledge that I learned from training.	4.24	Very High
2. I receive cooperation of my peers while using new skills.	4.38	Very High
3. My co-workers are curious about my training.	4.00	High
4. My co-workers show interest in learning skills I acquired from training.	3.85	High
5. My peers do not criticize me when I implement new skills.	3.94	High

6. My colleagues coach me in learning new skills like software applications.	4.17	High
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Level of Work Environment of Teachers in Private Senior High School in terms of Workload

The workload aspect of the work environment among private senior high school teachers is presented in Table 1.3, which includes six statements with corresponding mean scores and descriptive levels. The highest mean score (3.77) corresponds to the statement, “Spared time was available to me to apply new skills,” categorized as high. This suggests that teachers had additional time beyond their regular workload to integrate newly acquired skills, indicating that their tasks did not fully occupy their capacities. The availability of spare time allows for skill development and improved contributions to the organization.

Workload encompasses the tasks assigned within a specific timeframe, requiring physical or mental effort and specialized knowledge. Its impact on employee productivity and well-being is influenced by factors such as task volume, time constraints, and individual perceptions (Harmen et al., 2020). Magalong and Torreon (2021) highlight that teacher often express concerns regarding workload demands. Balancing workload with instructors' well-being is essential for fostering a productive teaching and learning environment, aligning with learning theories that emphasize teacher welfare. Conversely, the lowest mean score (3.63) corresponds to the statement, “I do not have to work overtime frequently,” yet remains categorized as high. This indicates that teachers generally complete their tasks within regular working hours, reflecting effective scheduling and workload management. A well-structured work environment that promotes work-life balance enhances job satisfaction and allows teachers to maintain focus and efficiency in their instructional responsibilities.

Table 1.3. Level of Work Environment of Teachers in Private Senior High Schools in terms of Workload

	Mean	Descriptive Level
1. Spared time was available to me to apply new skills.	3.77	High
2. There was no increase in my workload after training.	3.76	High
3. The office hours were enough to apply new skills.	3.70	High
4. I do not have to work overtime frequently.	3.63	High
5. Extra time spent to apply new skills was duly paid.	3.65	High
6. My workload makes it possible to attend every class in training program.	3.75	High

Level of Work Environment of Teachers in Private Senior High School in terms of Opportunity to Perform

The opportunity to perform, as an aspect of the work environment among private senior high school teachers, is summarized in Table 1.4, which presents six statements with corresponding mean scores and descriptive levels. The highest mean score (3.97) corresponds to the statement, “My job gives me freedom to develop and work independently,” categorized as high. This indicates that teachers experience autonomy in their roles, fostering professional growth

and self-direction. Schools that provide such opportunities recognize the value of teacher innovation, learning, and increasing responsibilities, contributing to a culture of professional development (Rodriquez & Walters, 2017). The shared responsibility between leaders and employees in career growth is crucial, with supervisors providing resources while teachers actively engage in professional advancement (Thirusanku, 2021).

Conversely, the lowest mean score (3.66) corresponds to the statement, “The situation used in training is very similar to those I encounter on my job,” yet remains categorized as high. This suggests that training closely mirrors real-world classroom challenges, ensuring teachers can directly apply acquired skills. Aligning training content with actual teaching experiences enhances skill transfer, increasing teacher confidence and competence (Tamsah et al., 2021). Such alignment optimizes performance and contributes to the effectiveness of instructional practices.

Table 1.4. Level of Work Environment of Teachers in Private Senior High School in terms of Opportunity to Perform Opportunity to Perform

	Mean	Descriptive Level
1. My job gives me freedom to develop and work independently.	3.97	High
2. Autonomy on making decisions related to work is available to me.	3.88	High
3. My new skills could be implemented without amendments in the organizational policies.	3.73	High
4. The situations used in training are very similar to those I encounter on my job.	3.66	High
5. My job is more challenging after training.	3.67	High
6. My job lets me to apply my learned theories into my work.	3.79	High

Level of Work Environment of Teachers in Private Senior High School in terms of Technological Support

Table 1.5 presents the work environment of private senior high school teachers in terms of technological support, comprising six statements with corresponding mean scores and descriptions. The highest mean (3.97) corresponds to the statement, “Software similar to the one used during training was available to me after training,” categorized as high. This highlights the integration of technology in education, where schools provide essential digital tools, enhance internet connectivity, and promote digital literacy. Ensuring alignment between training tools and available technology facilitates a seamless transition for teachers, reinforcing the role of technology in modern education (Johnson et al., 2016).

Beyond technological resources, schools support teachers by offering guidance from co-teachers, fostering collaboration, and enhancing teaching effectiveness. This structured support system respects individual learning paces while reinforcing educators' core responsibilities (Magcanas, 2019). The lowest mean (3.71), also categorized as high, pertains to the statement, “Additional equipment required to apply newly learned skills was available to me.” This suggests that schools recognize the importance of providing both training and the necessary tools for practical application. Access to essential resources facilitates skill utilization, boosting teacher confidence and effectiveness in applying acquired competencies (King & South, 2017).

Table 1.5. Level of Work Environment of Teachers in Private Senior High Schools in terms of Technological Support

	Mean	Descriptive Level
1. Additional equipment required to apply newly learned skills was available to me.	3.71	High
2. Software similar to the one used during training was available to me after training.	3.97	High
3. New sources of technical information were available to me after training.	3.88	High
4. There would be some technological experts to help me when I encounter technological problems in applying new skills.	3.91	High
5. Technical manuals, publications were available to me when required after training.	3.88	High
6. School's technological equipment are available to me when needed in teaching.	3.80	High

Summary of the Level of Work Environment of Teachers in Private Senior High School

Table 1.6 presents the work environment of private senior high school teachers across five indicators. Peer support received the highest mean (4.10, high), indicating a highly conducive work environment that enhances performance and organizational efficiency. Strong peer support fosters collaboration, engagement, and professional growth, creating a positive workplace culture (Adriyanto, 2021). Effective peer relationships help teachers address challenges and refine instructional methods, as seen in established Peer Support Programs in various countries (White, 2018). Technological support ranked second (3.86, high), highlighting its role in enhancing educational processes. Co-teachers providing guidance on technology integration improve instructional effectiveness and foster innovation (Magcanas, 2019). However, schools must ensure educators have access to appropriate technology and training to maximize its benefits in student learning (King & South, 2017).

The third-highest indicator, opportunity to perform (3.78, high), underscores the importance of applying newly acquired skills. Schools that empower teachers to implement training effectively contribute to both individual growth and institutional success, ensuring improved teaching practices and student outcomes (Rodriguez & Walters, 2017). Supervisor support and workload shared the lowest mean (3.71, high), yet both still reflect a conducive work environment. Effective supervisor-employee relationships enhance communication, trust, and productivity (Malkoc & Dal, 2020). Meanwhile, workload management influences teachers' efficiency, as task volume, time constraints, and personal motivation affect their capacity to complete assignments (Harmen et al., 2020). Overall, the work environment of private senior high school teachers received a mean score of 3.83 (high), demonstrating its significant impact on teacher well-being and performance. A supportive workplace fosters job satisfaction, enhances productivity, and strengthens organizational efficiency (Hafeez, 2019).

Table 1.6 Summary of the Level of Work Environment of Teachers in Private Senior High School Indicators

	Mean	Descriptive Level
Supervisor support	3.71	High
Peer support	4.10	High
Workload	3.71	High
Opportunity to perform	3.78	High
Technological support	3.86	High

Level of Passions Skills of Teachers in Private Senior High School in terms of Passion Criteria

Table 2.1 presents the level of teachers' passion skills in private senior high schools based on passion criteria. The highest mean (4.41, very high) corresponds to the statement, “My job as a teacher is a passion to me.” Passionate teaching extends beyond a profession; it becomes a calling, fostering deeper student engagement and commitment to continuous improvement (Khan, 2020). Such dedication enhances learning experiences, promotes educational innovation, and nurtures lifelong professional growth.

Teachers’ self-assessment of their passion reflects not only job commitment but also their emotional connection to the profession. Teaching is inherently tied to empathy and moral values, making it more than just an occupation. Khan (2020) emphasized that educators' deep affiliation with their profession influences their psychological responses and teaching environment, reinforcing that their passion extends beyond the classroom. Conversely, the lowest mean (3.70, high) pertains to the statement, “I have difficulties controlling my urge to do my job as a teacher.” This suggests that an overwhelming passion for teaching may make it challenging to disengage from work. While this enthusiasm drives excellence, maintaining a work-life balance is crucial to prevent burnout and sustain long-term effectiveness in the classroom (Fogelgarn & Burns, 2020).

Table 2.1. Level of Passion Skills of Teachers in Private Senior High School in terms of Passion Criteria

	Mean	Descriptive Level
1. I spend a lot of time doing my job as a teacher.	4.19	High
2. I like my job as a teacher.	4.37	Very High
3. My job as a teacher is important for me.	4.40	Very High
4. My job as a teacher is a passion for me.	4.41	Very High
5. My job as a teacher is in harmony with the other activities in my life.	4.21	Very High
6. I have difficulties controlling my urge to do my job as a teacher.	3.70	High

Level of Passions Skills of Teachers in Private Senior High School in terms of Harmonious Passion

Table 2.2 presents the level of teachers' passion skills in private senior high schools based on harmonious passion criteria. The highest mean (4.14, high) corresponds to the statement, “The new things that I discover doing my job as a teacher allow me to appreciate it even more.” Teachers with harmonious passion integrate their profession into their identity while maintaining autonomy,

fostering innovation and adaptability. This dynamic cycle of exploration enhances their enthusiasm, reinforcing their commitment to education (Peixoto et al., 2019).

Harmonious passion results from the autonomous internalization of an activity, leading to positive emotions, fulfillment, and deep focus. This state of "flow" enhances energy, productivity, and engagement, aligning passion with personal values and well-being (Ruiz-Alfonso & León, 2019). Conversely, the lowest mean (3.69, high) pertains to the statement, "I have almost an obsessive feeling for my job as a teacher." While strong dedication reflects deep commitment, excessive attachment may lead to stress and burnout. Maintaining a balance between professional passion and personal well-being is essential for long-term career sustainability in education (Abdulaziz et al., 2022).

Table 2.2. Level of Passion Skills of Teachers in Private Senior High School in terms of Harmonious Passion

	Mean	Descriptive Level
1. The new things that I discover doing my job as a teacher allow me to appreciate it even more.	4.14	High
2. I have almost an obsessive feeling for my job as a teacher.	3.69	High
3. My job as a teacher reflects the qualities I like about myself.	3.96	High
4. My job as a teacher allows me to live a variety of experiences.	4.03	High
5. My job as a teacher is the only thing that really turns me on.	3.88	High
6. My job as a teacher is well integrated in my life.	3.98	High

Level of Passions Skills of Teachers in Private Senior High School in terms of Obsessive Passion

Table 2.3 presents the level of obsessive passion among private senior high school teachers based on four statements with corresponding mean scores. The highest mean (3.97, high) corresponds to "My job as a teacher is in harmony with other things that are part of me," suggesting that teachers with balanced passion integrate their profession with their identity and values, enhancing well-being rather than relying on work for self-worth (Peixoto et al., 2019). Unlike obsessive passion, which stems from controlled internalization, harmonious passion fosters sustainable commitment to teaching (Wang et al., 2021). Obsessive passion, however, may lead to excessive dedication that disrupts other life domains. While it can enhance performance, it often creates conflicts between professional and personal life, requiring careful management to prevent burnout (Vallerand et al., 2020).

The lowest mean (3.75, high) pertains to "I have the impression that my job as a teacher controls me," underscoring the challenge of work-life balance. Highly committed teachers may struggle to disengage, increasing stress and burnout risk. While dedication enhances performance, excessive immersion can be detrimental. Managing passion is essential for sustaining a fulfilling career without compromising well-being (Abdelwahed et al., 2023).

Table 2.3. Level of Passion Skills of Teachers in Private Senior High School in terms of Obsessive Passion

	Mean	Descriptive Level
1. If I could, I would only do my job as a teacher.	3.94	High
2. My job as a teacher is in harmony with other things that are part of me.	3.97	High
3. My job as a teacher is so exciting that I sometimes lose control over it.	3.81	High
4. I have the impression that my job as a teacher controls me.	3.75	High

Summary of the Level of Passion Skills of Teachers in Private Senior High School

Table 2.4 presents the level of passion skills among private senior high school teachers across three indicators: passion criteria, harmonious passion, and obsessive passion. Passion criteria received the highest mean (4.21, very high), indicating that teachers consistently demonstrate passion in their profession. These criteria, based on Carbonneau et al. (2008), assess the intensity of teachers' enthusiasm, commitment, and dedication, which are crucial for fostering an engaging and impactful educational environment.

Harmonious passion ranked second (3.95, high), reflecting teachers' balanced and intrinsic motivation toward their profession. Educators with harmonious passion maintain autonomy in their teaching approach while sustaining a healthy work-life balance, leading to greater job satisfaction and overall well-being (Ruiz-Alfonso & Leon, 2019). Obsessive passion, the lowest indicator (3.87, high), highlights the potential risks of internalizing external pressures. Teachers experiencing obsessive passion may seek validation through professional achievements, which can lead to excessive dedication, burnout, and diminished job satisfaction (Peixoto et al., 2019; Vallerand et al., 2020).

Table 2.4 Summary of the Level of Passion Skills of Teachers in Private Senior High School Indicators

	Mean	Descriptive Level
Passion criteria	4.21	Very High
Harmonious passion	3.95	High
Obsessive passion	3.87	High

Significant Relationship between Work Environment and Passions Skills of Teachers in Private Senior High School

Table 3 presents the relationship between the work environment and teachers' passion skills in private senior high schools. The correlation is significant at the 0.05 level ($p = 0.000$), leading to the rejection of the null hypothesis. Although the association is weak ($r = 0.386$), it remains substantial, indicating that workplace conditions contribute to teachers' enthusiasm and passion skills. Findings align with Cheah et al. (2022), who identified organizational climate as a key determinant of work passion in the education sector. Similarly, Obeng et al. (2021) found that a positive work environment fosters harmonious passion, enhancing job performance.

Table 3. Significance of the Relationship between Work Environment and Passion Skills of Teachers in Private Senior High Schools

Passion Skills of Teachers in Private Senior High Schools				
	r	p-value	Decision on H0 @ 0.05 level of significance	Interpretation
Work Environment	0.386	0.000	Reject H0	There is a significant weak or low correlation.

Significant Influence of Work Environment on the Passions Skills of Teachers in Private Senior High School

Table 4 presents the regression analysis assessing the impact of the work environment on the passion skills of private senior high school teachers. The findings indicate a significant positive relationship, as reflected in the standardized beta coefficient ($\beta = 0.283$) and the t-value ($t = 2.922$, $p = 0.004$), leading to the rejection of the null hypothesis. The unstandardized coefficient ($B = 0.377$) suggests that for every unit increase in the work environment variable, teachers' passion skills improve by 0.377 units. The significance level ($p = 0.004$) confirms the reliability of this effect, demonstrating that a supportive and engaging work environment contributes to higher levels of enthusiasm and commitment among teachers. The constant coefficient ($B = 1.309$, $p = 0.014$) indicates that even in the absence of changes in the work environment, a baseline level of passion skills persists among educators.

These results align with prior studies emphasizing the importance of organizational climate in fostering teacher motivation and engagement (Cheah et al., 2022; Obeng et al., 2021). A well-structured work environment characterized by collegiality, administrative support, and professional development opportunities enhances teachers' intrinsic motivation, ultimately improving their effectiveness in the classroom.

While the study confirms the significant role of the work environment, it is important to acknowledge that other factors, such as personal values, leadership style, and professional growth opportunities, may also contribute to teachers' passion skills. Future research could explore these additional influences to develop a more comprehensive understanding of the determinants of teacher passion in private senior high schools.

Table 4. Regression Analysis on the Significant Influence of Independent Variables Work Environment on the Passion Skills of Teachers in Private Senior High School.

Passion Skills of Teachers in Private Senior High School	
Unstandardized Coefficients	Standardized Coefficients

Work Environment and Work Values	B	Std. Error	Beta	t	Sig.	Decision on Ho	Interpretation
Constant	1.309	0.525		2.494	0.014	Reject Ho	Significant
Work Environment	0.377	0.129	0.283	2.922	0.004	Reject Ho	Significant

Conclusion

The statistical analysis conducted in this study revealed a significant relationship between the work environment and teachers' passion skills, leading to the rejection of the null hypothesis. Although the correlation strength was weak, the findings suggest that enhancements in workplace conditions can contribute to the development of teachers' passion skills. These results underscore the crucial role of a supportive work environment in fostering teachers' motivation and engagement, ultimately facilitating their professional growth and enhancing the overall quality of education.

Furthermore, the findings highlight the importance of a conducive work environment in augmenting the performance and passion skills of teachers in private senior high schools. A workplace characterized by strong supervisory and peer support, manageable workload, opportunities for professional development, and access to adequate technological resources fosters motivation, engagement, and job satisfaction. Such an environment mitigates workplace stressors, enabling teachers to concentrate on their responsibilities, make well-informed decisions, and contribute effectively to institutional objectives, thereby improving organizational efficiency.

Moreover, teachers in private senior high schools frequently exhibit a high level of passion for their profession, as reflected in their enthusiasm, commitment, and implementation of innovative teaching strategies. Their ability to create engaging learning experiences and inspire students is strongly influenced by their work environment and professional values. The statistical analysis indicates a meaningful relationship between these factors, suggesting that an optimal work environment is integral to sustaining educators' motivation and effectiveness. Ensuring alignment between teachers' work environment and their professional values is essential for maintaining their passion for teaching. Consequently, school administrators and policymakers should prioritize initiatives aimed at improving workplace conditions, as a motivated and passionate teaching workforce is fundamental to fostering student success and delivering high-quality education.

The findings of this study offer valuable insights for various stakeholders in the education sector. For officials in the Department of Education, integrating these findings into national policies can contribute to the development of a supportive work environment by emphasizing the importance of supervisory support and workload management. Allocating resources to improve teachers' working conditions has the potential to enhance the overall quality of education. School administrators should utilize these insights to formulate strategies that cultivate teachers' passion skills, prioritizing social support and conducive work environments to optimize teaching effectiveness and student learning outcomes. Teachers are encouraged to engage in self-reflection regarding their work environment, professional values, and passion for teaching, utilizing this research as a tool for self-assessment and professional development. Additionally, parents can support teachers by actively participating in school programs and fostering partnerships that contribute to student achievement. Students should also acknowledge the impact of passionate educators on their learning experiences and strive to cultivate a positive and engaged classroom

atmosphere. Lastly, future researchers are encouraged to extend this study to a wider range of educational institutions and consider employing qualitative or mixed-method approaches to attain a more comprehensive understanding of teachers' passion skills and professional experiences.

Author Bio

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