


Poster THE PASSION TRANSMISSION MODEL

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THE PASSION TRANSMISSION MODEL: EXAMINING THE MEDIATING ROLE OF EMOTIONS

The present research investigated a Passion Transmission Model (PTM) from the perspectives of both students (Study 1) and teachers (Study 2).

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01. ABSTRACT

In line with the Dualistic Model of Passion positing the existence of obsessive (OP) and harmonious passion (HP), this study proposes to test a **Passion Transmission Model (PTM)** in which teachers' passion and autonomy support are hypothesized to influence students' passion via positive and negative emotions. In **Study 1**, the PTM was tested from the students' perspective. A path analysis showed that perceptions of teachers' autonomy support predicted students' positive emotions. In addition, perceiving their teachers as passionate for teaching led students to experience fewer negative emotions in their classes. Finally, positive emotions in class promoted students' HP, while both positive and negative emotions promoted OP. **Study 2** replicated and extended these findings from the teachers' perspective. Overall, these findings are the first to validate a Passion Transmission Model in education.

02. OBJECTIVE

The overarching purpose of the present research is to propose and test a Passion Transmission Model (PTM) from teachers to students. In Study 1 (students' perspectives) and Study 2 (teachers' perspectives), we investigated the following research questions:

RQ1: To what extent do **teacher's autonomy support and passion for teaching** influence students' positive and negative emotions in class?

RQ2: To what extent do **students' positive and negative emotions** in class play a role in their **passion for a school subject**?

Scales

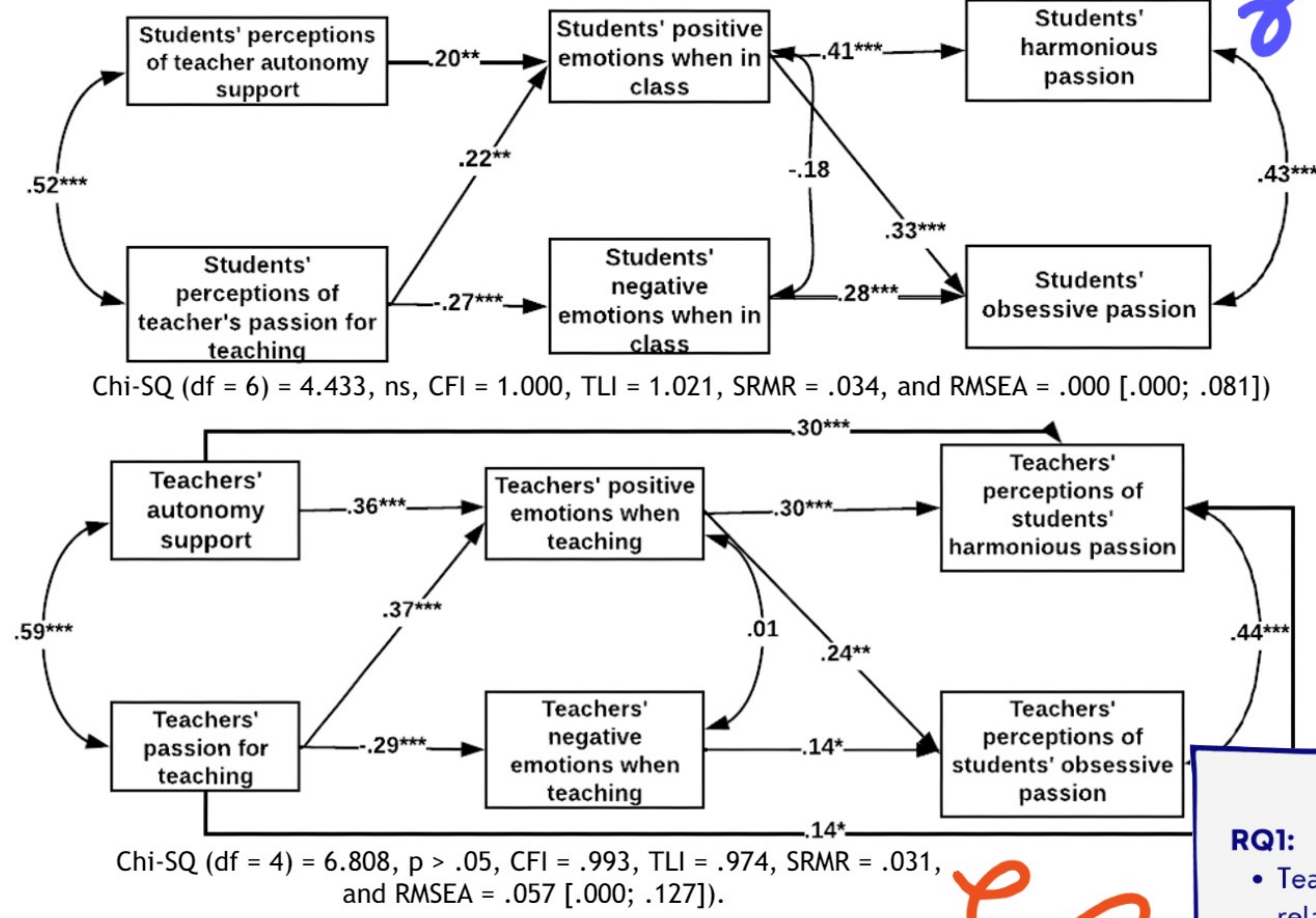
- Teacher's autonomy support.** 5 items, Learning Climate Questionnaire (1).
- Teacher's passion for teaching.** 3 items, adapted Entrepreneurial Passion Scale (2).
- Emotions felt during that class.** Short version PANAS (5 positive and 5 negative emotions; 3).
- Student's passion.** 6 items measuring harmonious passion (HP) and 6 items measuring obsessive passion (OP) from the Passion Scale (4).

Cronbach alphas were 0.70 or more.

03. METHODOLOGY

	Sample size	Female	Male	Age	School level attending / taught
Study 1 (Students)	200	78 (39%)	122 (61%)	M = 18.46, SD = .763	High-school (49.5%) Technical/Community College (12.5%) Undergraduate (29%) Graduate (6.5%)
Study 2 (Teachers)	208	135 (65%)	73 (35%)	M = 34.04, SD = 10.36	Primary (39.9%) High-school (24%) College (9.6%) Undergraduate (13.5%) Graduate (5.8%)

04. RESULTS



STUDY 1

- RQ1:**
- Perceived teacher autonomy support was positively related to students' positive emotions ($\beta = .20, p < .01$).
 - Perceived teacher's passion for teaching was positively related to students' positive emotions ($\beta = .22, p < .01$) and negatively related to negative emotions ($\beta = -.27, p < .001$).
- RQ2:**
- Students' positive emotions were positively related to their HP and OP for a subject ($\beta = .41, p < .001, \beta = .33, p < .001$, respectively).
 - Students' negative emotions were positively related to their OP for a subject ($\beta = .28, p < .001$).

STUDY 2

- RQ1:**
- Teachers' autonomy support ($\beta = .36, p < .001$) was positively related to their positive emotions while teaching.
 - Passion for teaching was positively related to their positive emotions ($\beta = .37, p < .001$) and negatively related to their negative emotions ($\beta = -.29, p < .001$) while teaching.
- RQ2:**
- Positive emotions were positively related to teachers' perceptions of their students' HP and OP ($\beta = .30, p < .001, \beta = .24, p < .01$, respectively).
 - Negative emotions were positively related to teachers' perceptions of their students' OP ($\beta = .14, p < .05$).

05. DISCUSSION

The PTM posits that teachers' passion for teaching as well as their autonomy-supportive teaching style generate positive emotions (and protect against negative emotions).

- Teacher autonomy support** helps to promote the development of students' passion for a discipline
- Teachers' **passion for teaching** can play a determining role in the development of students' passion for a discipline
- Emotions were found to **mediate the transmission of passion** between teachers and students for both studies.

The present studies suggest that **teachers have the potential to transmit their passion to their students.**

06. REFERENCES

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PTM: Passion Transmission Model
HP: Harmonious passion
OP: Obsessive passion