The Mediating Effect of Motivation on the Relationship between Work Passion and Job Satisfaction in Selected Private Secondary Schools in Nakhon Nayok Province

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Abstract

This study explores how motivation mediates the relationship between teachers' work passion and job satisfaction within the academic environment. It specifically addresses the lack of clarity in understanding how work passion influences job satisfaction when motivation serves as a mediating variable. Using a cross-sectional, correlational, non-experimental quantitative research design, the study analyzes data from 200 teachers in four schools in Nakhon Nayok Province, Thailand, through descriptive and inferential statistics (i.e., correlation, stepwise multiple regression, and mediation analyses). The results indicated that $R^2 = 0.762$, suggesting that approximately 76.2% of the variance in job satisfaction can be explained by changes in factors within work passion. Among these factors, Sense of Learning is shown to be a strong predictor ($\beta = 0.5263$, $p < .001$), highlighting its critical role in enhancing job satisfaction. Additionally, motivation fully mediated the relationship between work passion and job satisfaction, as evidenced by a significant indirect effect ($\beta = 0.6001$, bootstrapped 95% CI [0.5333, 0.6747], $p < .001$). The study underscores the pivotal role of motivation as a mediator, emphasizing that work passion enhances job satisfaction primarily through its influence on motivation. However, its cross-sectional design limits causal inferences, and future research could adopt a mixed-methods approach, combining longitudinal quantitative data and qualitative insights to examine how these relationships evolve. The findings offer practical implications for educational institutions, highlighting the need to cultivate professional learning experiences that sustain teachers' motivation and job satisfaction.

Keywords*: Work Passion, Job Satisfaction, Motivation, Nakhon Nayok, Mediation

1. Introduction

The effect of work passion on job satisfaction has been studied extensively in recent years, particularly within the fields of organizational psychology and educational management. Scholars have increasingly focused on how work passion influences job outcomes, including employee engagement, commitment, and overall job satisfaction (Azmi et al., 2021; Pollack et al., 2020; Singh, 2022). These studies highlight that passionate employees are more likely to experience higher levels of satisfaction and productivity, which, in turn, positively impact organizational effectiveness (Shettigar & Shiva Shankar, 2020). This growing interest underscores the central role of work passion in shaping the workplace experience across different sectors, especially in education, where employee satisfaction is directly linked to student success.

Consequently, little evidence supports the claim that work passion significantly contributes to job satisfaction and overall employee well-being. Research has consistently demonstrated that individuals with high levels of work passion are more motivated, engaged, and satisfied with their jobs than their less passionate counterparts (Ho & Astakhova, 2020; Li et al., 2021). This relationship between work passion and job satisfaction is significant in high-stakes environments like educational institutions, where employee morale directly influences organizational outcomes (Morris, 2021). Furthermore, the interplay between work passion and motivation has been shown to mediate job satisfaction, suggesting that passionate employees who feel motivated are more likely to report higher levels of job satisfaction (Robinson, 2020).

In addition to its impact on job satisfaction, work passion has been linked to other positive workplace outcomes, such as increased job performance, lower turnover rates, and enhanced organizational commitment (Gunter, 2024). These findings indicate that fostering work passion among employees can lead to a more positive and productive work environment, which is crucial for the success of educational organizations (Espinosa, 2024). Understanding how work passion influences job satisfaction is essential for developing strategies to enhance employee well-being and organizational effectiveness.

Observations by Kedley (2021) suggested that work passion plays a critical role in enhancing job satisfaction, particularly through its influence on intrinsic motivation. The study found that employees who reported higher work passion were more likely to experience job satisfaction, primarily due to fulfilling their psychological needs. Similarly, Zeidan (2023) emphasized the mediating effect of motivation in the relationship between work passion and job satisfaction, noting that passionate employees are more motivated to perform well, boosting their job satisfaction.

Moreover, Shen (2024) explored the specific context of educational institutions, finding that work passion among teachers and staff significantly contributes to a positive school environment and better student outcomes. Their research highlights the importance of supporting work passion in educational settings to achieve organizational goals. Cherkowski et al. (2020) further supported these findings by demonstrating that motivation is a key mediator between work passion and job satisfaction, suggesting that interventions to increase employee motivation could enhance job satisfaction levels in educational institutions. These studies collectively underscore the importance of understanding the dynamics between work passion, motivation, and job satisfaction, particularly in the context of education.

Despite the considerable research on the relationship between work passion and job satisfaction, few studies have explicitly focused on teachers in secondary schools in Nakhon Nayok Province, a region marked by unique educational challenges and cultural factors. This

province in central Thailand has undergone rapid educational reforms, introducing new teaching practices and curriculum standards. However, teachers face challenges such as limited resources, high student-to-teacher ratios, the need to adapt to evolving policies, and the pressures of a rapidly changing educational landscape (OECD, 2020). Additionally, cultural influences like respect for authority and community values may shape their motivations and job satisfaction. These factors make Nakhon Nayok an interesting and relevant context for exploring the dynamics between work passion, motivation, and job satisfaction.

This research aimed to evaluate the effect of work passion on job satisfaction among teachers in secondary schools in Nakhon Nayok, with a specific focus on the mediating effect of motivation. While acknowledging the diverse workforce within educational institutions, this study centered on teachers due to their unique position in directly influencing student outcomes. The passion and motivation teachers bring to their classrooms are intimately connected to their commitment to student success, which can significantly impact their overall job satisfaction. Though other school staff play crucial roles, their work does not have the same direct and impactful connection to student achievement. This research aimed to illuminate the complex dynamics between work passion, motivation, and job satisfaction within this pivotal profession by focusing specifically on teachers. These insights are hoped to enhance teacher well-being and, consequently, create a more enriching and effective educational environment for all.

By investigating how work passion influenced job satisfaction through motivation, this study sought to provide a deeper understanding of these dynamics within the educational context. The research addressed the existing gap in the literature by exploring these relationships in a unique and under-researched setting, offering valuable insights that can inform strategies to enhance employee well-being and organizational effectiveness in secondary schools.

2. Theoretical/Conceptual Framework

This study integrates four key theories—Self-Determination Theory (Deci & Ryan, 1985), the Job Characteristics Model (Hackman & Oldham, 1976), the Two-Factor Theory (Herzberg et al., 1959), and the Conservation of Resources Theory (Hobfoll, 1989) —to explore how motivation mediates the relationship between work passion and job satisfaction. SDT focuses on intrinsic motivation and fulfilling psychological needs, JCM highlights how job characteristics influence motivation and satisfaction, COR Theory emphasizes resource management's role in well-being, and Herzberg's theory distinguishes between motivator and hygiene factors that impact satisfaction. Together, these theories provide a comprehensive framework for understanding how motivated, passionate employees achieve higher job satisfaction through meaningful work, a resource-rich environment, and fulfilling personal and psychological needs.

Work Passion: As the independent variable, work passion reflects intrinsic enthusiasm and commitment. **Motivation**. Acting as a mediating variable, work passion drives motivation and subsequently affects job satisfaction. **Job Satisfaction:** The dependent variable, job satisfaction, is influenced by work passion and motivation.
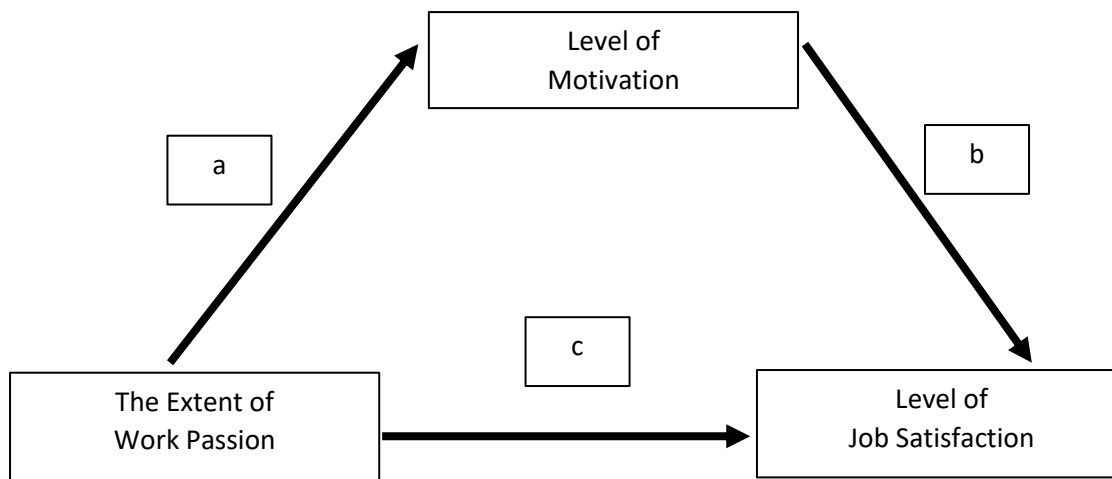
Figure 1. Schematic diagram of the study depicting relationships and paths from the independent variable to the dependent variable with the mediating variable.

3. Research Objectives

3.1 To determine the extent of work passion among the participants.

3.2 To assess the level of job satisfaction of the participants.

3.3 To evaluate how participants rate their levels of motivation at work.

3.4 To examine the significant relationship between the extent of work passion and the level of job satisfaction among the participants.

3.5 To identify which of the following dimensions of the independent variable singly or in combination, predict(s) job satisfaction:

3.5.1 sense of learning;

3.5.2 work enjoyment;

3.5.3 self-discipline; and

3.5.4 self-identity?

3.6 To explore the extent to which motivation mediates the relationship between work passion and job satisfaction.

4. Literature Review

Work Passion

Work passion refers to employees' enthusiasm and commitment toward activities they value, which drives them to excel despite challenges (Forest et al., 2010). It enhances personal identity, well-being, and meaning in life (Cabrita & Duarte, 2023). Teachers' passion positively influences students' engagement and performance (Gilal et al., 2019). Research in Thailand highlights factors like teamwork, leadership support, job fit, and learning opportunities as drivers of work passion (Jiantreerangkool et al., 2019).

Job Satisfaction

Job satisfaction is essential for employee well-being and performance, particularly in education. Factors like leadership skills, work autonomy, job security, and organizational culture influence job satisfaction. Baluyos et al. (2019) stressed its role in effective teaching, while Toropova et al. (2021) noted its positive impact on classroom environment and student success. Studies in Thailand show complex relationships between

work factors and teacher well-being, including the positive effects of mentoring (Preechawong et al., 2021) and the negative impact of work-related stress (Hongsa & Polyong, 2024).

Motivation

Motivation drives organizational success, fostering higher engagement and commitment (Forner et al., 2020) and enhancing mental well-being (Vo et al., 2022). It is closely linked to job satisfaction, with studies showing its significant role in employee performance and job satisfaction. In Thailand, Tresirichod et al. (2023) and Klumpabut et al. (2022) have explored motivation's influence on teacher satisfaction, while Jhantasana (2021) highlighted the connection between both intrinsic and extrinsic motivation and job satisfaction..

5. Research Methodology

This study used a cross-sectional, correlational, non-experimental quantitative design, collecting data without manipulation (Johnson & Christensen, 2021). Conducted in four secondary schools in Nakhon Nayok, Thailand, the required sample size was determined through a G*Power analysis, which indicated 89 participants for a power of 0.95 with a medium effect size (Cohen's $f^2 = 0.15$) and an alpha level of 0.05. Based on Cohen (1988), Green (1991), Tabachnick and Fidell (2013), and Shrout and Bolger (2002), the minimum sample size for mediation analysis was set at 100. This study employed quota sampling, a nonprobability sampling in which respondents are selected based on specific characteristics - in this case, teachers - to ensure that the total sample reflects the assumed distribution of attributes in the studied population. Since a complete listing of respondents was unavailable (Neuman, 2014), 200 teachers were included. To achieve a structured and representative selection process despite accessibility constraints, 50 teachers were selected from each of the four schools to maintain equal distribution, as quota sampling requires (Babbie, 2016).

This study measured work passion using the 17-item Work Passion Scale (Johri et al., 2016; α = 0.822). Confirmatory Factor Analysis confirmed its validity, with good model fit indices: CFI = 0.951, TLI = 0.941, RMSEA = 0.080 (90% CI: 0.0758–0.101), and SRMR = 0.0336. Job satisfaction was measured using the Teacher Job Satisfaction Survey Questionnaire (Lester, 1987; α = 0.809), which showed acceptable fit indices: CFI = 0.91, RMSEA = 0.0752 (90% CI: 0.0699–0.0805), SRMR = 0.044, and TLI = 0.899. Work motivation was assessed using the Work Extrinsic and Intrinsic Motivation Scale (Tremblay et al., 2009; α = 0.787), with Confirmatory Factor Analysis confirming its validity and supporting the robustness of the models.

Descriptive statistics (mean and standard deviation) were used to analyze Problems 1, 2, and 3. For Problem 4, Pearson correlation assessed the relationship between work passion and job satisfaction. A stepwise multiple regression analysis was conducted for Problem 5 to identify predictors of job satisfaction. Finally, Problem 6 involved a mediation analysis to examine the mediating effect of work motivation in the relationship between work passion and job satisfaction.

6. Results and Discussions

The analysis of the collected data addresses the research questions, with findings presented through tables and visual representations for clarity and organization. The presentation is structured thematically to ensure coherence and enhance understanding.

Table 1. The extent of work passion among respondents

Indicators	Mean	SD	Description	Interpretation
Work Enjoyment				
I enjoy my work.	4.61	1.39	Somewhat Agree	High
I really love my work.	4.77	1.42	Somewhat Agree	High
I do not feel exhausted and bored while doing my work.	4.50	1.61	Somewhat Agree	High
I generally feel excited to go to my work.	4.42	1.53	Neutral	Moderate
I feel good and lively at my work.	4.57	1.42	Somewhat Agree	High
Composite Mean	*4.57*	*1.47*	*Somewhat Agree*	*High*
Self-discipline				
I would still do this work, even I received less pay.	4.50	1.39	Somewhat Agree	High
I get my motivation from the work itself and not from the rewards for it.	4.51	1.38	Somewhat Agree	High
Something inside me forces me to do my work.	4.58	1.50	Somewhat Agree	High
I often work extra hours even though nobody ask me to do so.	4.49	1.52	Somewhat Agree	High
Composite Mean	*4.52*	*1.45*	*Somewhat Agree*	*High*
Self-identity				
I identify myself with the work I do.	4.58	1.30	Somewhat Agree	High
My work reflects qualities that I like about myself.	4.64	1.41	Somewhat Agree	High
I feel a sense of belongingness with my work.	4.64	1.34	Somewhat Agree	High
The work I do is a cause of pride for me.	4.56	1.45	Somewhat Agree	High
Composite Mean	*4.61*	*1.38*	*Somewhat Agree*	*High*
Sense of Learning				
I make every effort to improve the work I do.	4.81	1.37	Somewhat Agree	High
I always attempt to find new and better ways of doing my work.	4.82	1.40	Somewhat Agree	High
I am ever willing to learn more and more about my work.	4.77	1.44	Somewhat Agree	High
I often attempt to perform my work in the best possible way.	4.99	1.46	Somewhat Agree	High
Composite Mean	*4.85*	*1.42*	*Somewhat Agree*	*High*
Grand Mean	**4.63**	**1.21**	**Somewhat Agree**	**High**

Rating Scale: 7.00 - 6.15 (Strongly Agree/Extremely High); 6.14 - 5.29 (Agree/Very High); 5.29 - 4.43 (Somewhat Agree/High); 4.42 - 3.56 (Neutral/Moderate); 3.56 - 2.71 (Somewhat

Disagree/Low); 2.70 - 1.85 (Disagree/Very Low); 1.84 - 1.00 (Strongly Disagree/Extremely Low)

Table 1 presents the extent of work passion among respondents, highlighting that employees experience high work enjoyment ($M = 4.57, SD = 1.47$). The highest-rated item, *"I really love my work"* ($M = 4.77, SD = 1.42$), indicates a strong emotional connection and satisfaction with their work. Conversely, the statement *"I generally feel excited to go to my work"* received the lowest mean ($M = 4.42, SD = 1.53$), suggesting moderate enthusiasm. These findings are consistent with previous research, which links emotional attachment to work with job satisfaction (Charles-Leija, 2023) and highlights the negative impact of low engagement on job satisfaction and teacher well-being (Li, 2023).

In terms of self-discipline, employees exhibit strong intrinsic motivation ($M = 4.52, SD = 1.45$), with the highest-rated statement, *"Something inside me forces me to do my work"* ($M = 4.58, SD = 1.50$), emphasizing an internal drive over-reliance on external rewards. These findings align with Grenier et al. (2024) and Vo et al. (2022), who highlighted the role of intrinsic motivation in fostering greater engagement and work behavior, even with limited external incentives. Additionally, Aljumah (2023) found that employees with high intrinsic motivation demonstrate greater commitment and effort, further reinforcing the link between self-discipline and job satisfaction.

For self-identity, employees exhibit a strong connection to their work ($M = 4.61, SD = 1.38$), as indicated by the highest-rated statements, *"My work reflects qualities that I like about myself"* ($M = 4.64, SD = 1.41$) and *"I feel the sense of belongingness with my work"* ($M = 4.64, SD = 1.34$). These results highlight the connection between professional identity, job satisfaction, and retention, supporting Zhang et al. (2021), who found that professional identity is positively linked to job satisfaction and negatively associated with burnout. Radu (2023) also emphasized that fostering a sense of belonging in the workplace leads to happier, more effective employees. Furthermore, Paleń-Tondel and Smolbik-Jęczmień (2024) suggested that aligning personal values with job roles enhances both employee satisfaction and professional identity.

The sense of learning dimension received the highest overall rating ($M = 4.85, SD = 1.42$), reflecting employees' strong commitment to professional growth. The statement *"I often attempt to perform my work in the best possible way"* ($M = 4.99, SD = 1.46$) indicates a proactive drive for excellence, underscoring the role of continuous learning in employee motivation and satisfaction. This result aligns with Pandya (2024), who argued that intrinsic motivation drives employees to improve and excel in their roles. Similarly, Mubarak et al. (2021) highlighted that a proactive attitude toward improvement boosts work engagement, while Thang and Nghi (2022) emphasized that personal development is key to job satisfaction and organizational success.

Overall, the grand mean of 4.63 ($SD = 1.21$) reflects consistently high levels of motivation, work enjoyment, self-discipline, self-identity, and a strong sense of learning. These findings support the notion that motivation plays a crucial role in mediating the relationship between work passion and job satisfaction, aligning with research by Sanjaya and Indrawati (2023) and Fatema (2024), which found that motivation enhances employee engagement and mediates the link between job characteristics and satisfaction. Similarly, Radu (2023) emphasized how positive work experiences foster higher motivation and job satisfaction. This research reinforces motivation's vital role in driving employee engagement

and overall organizational outcomes, as outlined in the study's aim to assess the mediating effect of motivation in the relationship between work passion and job satisfaction.

Table 2. Level of job satisfaction among respondents

Constructs	Mean	SD	Description	Interpretation
1. Pay and Benefits	3.52	0.86	Often	Highly Satisfied
2. Recognition and Appreciation	3.47	0.86	Often	Highly Satisfied
3. Working Conditions	3.42	0.88	Often	Highly Satisfied
4. Professional Development	3.36	1.03	Sometimes	Moderately Satisfied
5. Job Security	3.75	1.08	Often	Highly Satisfied
6. Relationships with Colleagues and Supervisors	3.49	0.89	Often	Highly Satisfied
7. Autonomy and Decision-Making	3.56	0.91	Often	Highly Satisfied
8. Student Behavior and Discipline	3.41	0.89	Often	Highly Satisfied
9. Curriculum and Instructional Materials	3.46	0.89	Often	Highly Satisfied
10. School Leadership and Support	3.52	0.94	Often	Highly Satisfied
Grand Mean	**3.53**	**0.86**	**Often**	**Highly Satisfied**

Rating Scale: 5.00 - 4.20 (Always/Very Highly Satisfied); 4.19 - 3.40 (Often/Highly Satisfied); 3.39 - 2.60 (Sometimes/Moderately Satisfied); 2.59 - 1.80 (Rarely/Least Satisfied); 1.79 - 1.00 (Never/Not Satisfied)

The data in Table 2 reveals the respondents' job satisfaction across various constructs. Job Security received the highest mean score ($M = 3.75$, $SD = 1.08$), indicating strong feelings of security. This aligns with the study by Gazi et al. (2024), which emphasized the positive impact of job security on job satisfaction. Anand et al. (2023) further supported this, highlighting that job security fosters commitment and well-being.

Autonomy and Decision-Making ($M = 3.56$, $SD = 0.91$) also showed high satisfaction, suggesting that teachers feel empowered. This aligns with Mohsen and Sharif (2020), who found that autonomy increases job satisfaction and effectiveness. Pay and Benefits ($M = 3.52$, $SD = 0.86$) indicated general satisfaction, consistent with Shtembari et al. (2022) and Ulla (2021), who stressed the importance of fair compensation for retention and satisfaction.

School Leadership and Support ($M = 3.52$, $SD = 0.94$) highlighted the importance of leadership in job satisfaction. Dan (2022) found that leadership directly influences job satisfaction and performance, a view supported by Del Villar and Quirap (2023). Relationships with Colleagues and Supervisors ($M = 3.49$, $SD = 0.89$) demonstrated the importance of positive interpersonal relationships in fostering job satisfaction, as Mohamed et al. (2024) confirmed.

Recognition and Appreciation ($M = 3.47$, $SD = 0.86$) and Curriculum and Instructional Materials ($M = 3.46$, $SD = 0.89$) also received high satisfaction scores, reflecting the importance of recognition and adequate resources in job satisfaction. Yang et al. (2022) emphasized the role of positive reinforcement and adequate resources in enhancing satisfaction. Working Condition ($M = 3.42$, $SD = 0.88$) and Student Behavior and Discipline ($M = 3.41$, $SD = 0.89$) received moderate satisfaction scores, indicating that a supportive work environment and well-managed student behavior are essential for job satisfaction. Bulińska-Stangrecka and Bagieńska (2021) and Jes Bella (2023) supported this, underlining that adequate support and proper student behavior contribute to teacher satisfaction.

Finally, Professional Development (*M* = 3.36, *SD* = 1.03) reflected moderate satisfaction, indicating the need for more opportunities for professional growth. Muzaffar et al. (2023), Alieto et al. (2024), and Ngabirano et al. (2023) highlighted the importance of continuous professional development to enhance teaching effectiveness and address classroom dynamics.

The grand mean of 3.53, *SD* = 0.86, indicates that the respondents are "Highly Satisfied" with their job. This level of satisfaction is consistently observed across most constructs, with all means falling within the "Often" frequency range and the "Highly Satisfied" interpretation, except for Professional Development, which reaches the "Sometimes" and "Moderately Satisfied" category. Overall, the data underscores teachers' positive and contented outlook regarding various facets of their job. The high level of satisfaction across most indicators reflects a conducive and supportive work environment that contributes to their overall well-being and job fulfillment.

However, addressing the areas with slightly lower satisfaction scores is essential to foster an even more positive and empowering work culture. By acknowledging these results, educational institutions and policymakers can leverage teachers' strengths in job satisfaction while addressing areas for improvement. Focusing on professional development, fostering supportive relationships, and recognizing teachers' contributions are crucial to sustaining job satisfaction. This, in turn, will contribute to the educational institution's overall success and improve student outcomes.

The data in Table 3 on the next page highlights the significant role of financial incentives in motivating teachers, as shown by indicators like *"Because it allows me to earn money"* (*M* = 5.22, *SD* = 1.66) and *"For the income it provides me"* (*M* = 5.08, *SD* = 1.57). These findings emphasize the importance of financial rewards for job performance, aligning with Mbukwana and Ayandibu (2023), who found that monetary incentives drive motivation. Wahab et al. (2024) further noted that a supportive work environment and financial rewards are key to optimizing motivation.

Personal fulfillment also emerged as a strong motivator, with indicators such as *"Because it has become a fundamental part of who I am"* (*M* = 5.01, *SD* = 1.59) *and "Because I derive much pleasure from learning new things"* (*M* = 4.89, *SD* = 1.44), reflecting the importance of intrinsic motivation. This is consistent with Jung and Moon (2024), who highlighted the value of personal growth, job content, and autonomy over external incentives.

The data also reflects challenges in the work environment, particularly the indicator *"I don't know why we are provided with unrealistic working conditions"* (*M* = 4.91, *SD* = 1.57), yet teachers still demonstrate resilience. This supports Shkoler and Kimura (2020), who found that employees with strong intrinsic motivation can navigate demanding conditions. Additionally, satisfaction from aligning work with personal life choices was reflected in *"Because it is part of the way in which I have chosen to live my life"* (*M* = 4.88, *SD* = 1.57), resonating with Vo et al. (2022) who emphasized the impact of intrinsic job alignment on job satisfaction and motivation.

The lowest-scoring indicator, *"I ask myself this question, 'I don't seem to be able to manage the important tasks related to this work'"* (*M* = 4.54, *SD* = 1.40), still suggests that teachers generally perceive themselves as capable. This aligns with Nie et al. (2023), who found that self-efficacy and task alignment foster work engagement.

Overall, the grand mean of 4.86 (*SD* = 1.26) suggests that respondents' motivations 'Corresponds Mostly' to their experiences, indicating a 'High' level of motivation. These

findings highlight the need for a balanced approach to sustaining motivation, where financial incentives, personal growth opportunities, and a supportive work environment all play critical roles. To maintain high levels of motivation and engagement, schools should implement initiatives that reinforce teachers' confidence, such as pedagogical training programs, personalized career development plans, and clear performance feedback mechanisms.

Table 3. Level of work motivation among respondents

Indicators *Why Do You Do Your Work?*	Mean	SD	Description	Interpretation
1. Because this is the type of work I chose to do to attain a certain lifestyle	4.94	1.62	Corresponds Mostly	High
2. For the income it provides me	5.08	1.57	Corresponds Mostly	High
3. I ask myself this question, I don't seem to be able to manage the important tasks related to this work.	4.54	1.40	Corresponds Mostly	High
4. Because I derive much pleasure from learning new things	4.89	1.44	Corresponds Mostly	High
5. Because it has become a fundamental part of who I am	5.01	1.59	Corresponds Mostly	High
6. Because I want to succeed at this job, if not I would be very ashamed of myself.	4.88	1.54	Corresponds Mostly	High
7. Because I chose this type of work to attain my career goals	4.83	1.52	Corresponds Mostly	High
8. For the satisfaction I experience from taking on interesting challenges	4.89	1.46	Corresponds Mostly	High
9. Because it allows me to earn money	5.22	1.66	Corresponds Mostly	High
10. Because it is part of the way in which I have chosen to live my life.	4.88	1.57	Corresponds Mostly	High
11. Because I want to be very good at this work, otherwise I would be very disappointed	4.77	1.34	Corresponds Mostly	High
12. I don't know why, we are provided with unrealistic working conditions.	4.91	1.57	Corresponds Mostly	High
13. Because it is the type of work I have chosen to attain certain important objectives.	4.70	1.48	Corresponds Mostly	High
14. Because I want to be a "winner" in life.	4.88	1.40	Corresponds Mostly	High
15. For the satisfaction I experience when I am successful at doing difficult tasks	4.68	1.42	Corresponds Mostly	High
16. Because this type of work provides me with security.	4.88	1.56	Corresponds Mostly	High
17. I don't know, too much is expected of us	4.68	1.57	Corresponds Mostly	High
18. Because this job is a part of my life.	4.84	1.52	Corresponds Mostly	High
Grand Mean	**4.86**	**1.26**	**Corresponds Mostly**	**High**

Rating Scale: 7.00 - 6.15 (Corresponds Exactly/Extremely High); 6.14 - 5.29 (Corresponds Very Well/Very High); 5.28 - 4.43 (Corresponds Mostly/High); 4.42 - 3.57 (Corresponds

Moderately/Moderate); 3.56 - 2.71 (Corresponds Slightly/Low); 2.70 - 1.85 (Corresponds Very Little/Very Low);1.84 - 1.00 (Does not Correspond at all/Extremely Low)

The results in Table 4 on the next page reveal a high positive correlation ($r = .82$) between the teachers' work passion and job satisfaction. This correlation coefficient indicates a strong relationship, suggesting that as teachers' passion for their work increases, their job satisfaction also significantly improves. The p-value of .001 further supports the statistical significance of this relationship. This indicates that the observed correlation is not due to random chance and is likely a true reflection of the relationship between work passion and job satisfaction among the respondents.

Table 4. Correlation matrix

	r	*Interpretation*	*p-value*	*Interpretation*	*Decision*
Level of Work Passion vs. Level of Job Satisfaction	0.82	Strong Positive Correlation	<.001	Statistically Significant	Reject Ho

Note: 0.00 to ±0.10 Negligible Correlation; ±0.10 to ±0.30 Weak Correlation; ±0.30 to ±0.50 Moderate Correlation; ±0.50 to ±0.70 Strong Correlation; ±0.70 to ±1.00 Very Strong Correlation (Cohen, 1988; Evans, 1996)

While the strong correlation between work passion and job satisfaction suggests a meaningful relationship, it is crucial to note that correlation does not imply causation (Cohen, 1988; Evans, 1996). This study does not establish that higher work passion directly causes increased job satisfaction. Instead, there may be underlying mechanisms influencing this relationship. To explore this further, mediation analysis was conducted to determine whether another variable acts as an intermediary factor that explains how work passion leads to higher job satisfaction.

Given the high correlation and statistical significance, the null hypothesis (Ho) is rejected, confirming that work passion plays a significant role in shaping job satisfaction. This finding aligns with Inam et al. (2021), who argued that cultivating work passion enhances employee engagement, and Radu (2023), who emphasized fostering an environment that nurtures passion, contributing to greater job satisfaction and productivity.

Additionally, Cabrita and Duarte (2023) highlighted that aligning work roles with employees' passions is key to long-term job satisfaction. One approach to achieving this is job crafting, where employees actively modify their tasks to align with their strengths and interests. Research indicates that job crafting enhances engagement, strengthens workplace relationships, and improves adaptability. By encouraging such practices, organizations can create a supportive and fulfilling work environment, benefiting employees and overall organizational performance. These findings highlight the need for schools and educational institutions to implement policies that cultivate teachers' work passion. Specifically, providing opportunities for professional growth, autonomy, and skill development can enhance job satisfaction, foster long-term commitment, and improve workplace effectiveness.

Table 5. Multiple Regression Analysis

Model Fit Measure

Model	R	R²
1	0.873	.762

Model Coefficients – Level of Job Satisfaction

Predictor	Estimate	SE	t	p
Intercept	0.6410	0.1219	5.256	<.001
Work Engagement	0.0188	0.0731	0.258	0.797
Self-Discipline	0.0406	0.0665	0.610	0.542
Self-Identity	0.0139	0.0771	0.180	0.857
Sense of Learning	0.5263	0.0454	11.593	<.001

Table 5 presents the results of the multiple regression analysis on the influence of various factors within Work Passion on teachers' Job Satisfaction. The model fit measure shows a strong correlation ($R = 0.873$), indicating that the predictors are strongly related to job satisfaction. The R^2 value of 0.762 suggests that these factors explain approximately 76.2% of the variance in job satisfaction.

The model coefficients indicate that the intercept is 0.6410 ($p < .001$), representing a baseline level of job satisfaction when all predictors are zero. Among the predictors, only Sense of Learning (*Estimate* = 0.5263, $p < .001$) emerged as a significant predictor, emphasizing its crucial role in enhancing job satisfaction. This finding highlights the importance of continuous learning and professional development in creating a fulfilling work environment. The high t-value (t = 11.593) further supports the significant impact of this factor on job satisfaction. On the other hand, Work Engagement, Self-Discipline, and Self-Identity did not show statistically significant effects ($p > .05$), suggesting that although these aspects contribute to work passion, they may not have a direct influence on job satisfaction.

The positive link between workplace learning and job satisfaction is well-supported by literature. Studies by Aljumah (2023) found that learning opportunities contribute to higher job satisfaction. Similarly, Khan et al. (2024) emphasized the role of workplace learning in enhancing well-being. These findings suggest that promoting a learning-oriented environment can be a key strategy for improving teachers' job satisfaction.

Furthermore, the results underline the broader impact of work passion on job satisfaction, which has important implications for educational institutions and policymakers. Investing in professional development programs can lead to a more engaged and satisfied teaching workforce. Vohra et al. (2022) argued that a positive and supportive work environment maximizes productivity and performance, while Ertürk (2022) emphasized the benefits of cultivating a conducive work culture for both teachers and schools. Additionally, Inayat and Khan (2021) suggested that job satisfaction directly impacts employees' effectiveness, contributing to overall organizational success.

Moreover, Erfan (2024) emphasized the importance of inclusive leadership in culturally diverse workplaces, as fair and supportive leadership fosters a positive work environment. Rahmadani et al. (2020) also highlighted that when employees feel valued and supported, their motivation and job satisfaction increase. These findings suggest that school administrators should prioritize enhancing learning opportunities and creating a supportive work environment.

By doing so, educational institutions can cultivate a passionate workforce, leading to higher job satisfaction and improved educational outcomes.

Table 6. Estimate of the Mediation and Path Analysis

Mediation Estimates

Effect	Label	Estimates	SE	95% CI Lower	95% CI Upper	Z	p	% Mediation
Indirect	a x b	0.6001	0.0360	0.533	0.6737	16.678	<.001	96.38
Direct	c	-0.0225	0.0406	-0.106	0.0541	-0.555	0.579	3.62
Total	c + a x b	0.5776	0.0211	0.532	0.6151	27.340	<.001	100.00

Path Estimates

	Label	Estimates	SE	95% CI Lower	95% CI Upper	Z	p
Work Passion → Work Motivation	a	0.9351	0.0249	0.882	0.9797	37.526	<.001
Work Motivation → Job Satisfaction	b	0.6418	0.0374	0.572	0.7177	17.139	<.001
Work Passion → Job Satisfaction	c	-0.0225	0.0406	-0.106	0.0541	-0.555	0.579

The mediation analysis results reveal significant insights into the relationships among the variables and their influence on teachers' job satisfaction:

Indirect Effect (a x b): The indirect effect, which captures how Work Passion influences Job Satisfaction through Work Motivation, has an estimated value of 0.6001. With a standard error (SE) of 0.0360 and a 95% confidence interval (CI) ranging from 0.533 to 0.6737, the Z-value of 16.678 and a p-value less than 0.001 confirm the statistical significance of this effect. The percentage of mediation is 96.38%, indicating that the mediation process explains a substantial portion of the relationship between Work Passion and Job Satisfaction. This underscores the key role of Work Motivation as a mediator in this relationship. These results align with Tanoto et al. (2023), who found that passion enhances job satisfaction through a sense of belonging in the workplace, and Sankham (2024), who emphasized the interconnection between passion, motivation, and job satisfaction.

Direct Effect (c): The direct effect of Work Passion on Job Satisfaction without considering the mediator is estimated at -0.0225, with a standard error (SE) of 0.0406. The 95% confidence interval (CI) ranges from -0.106 to 0.0541, and the Z-value of -0.555 with a p-value of 0.579 indicates that this effect is not statistically significant. This suggests that Work Passion does not directly influence Job Satisfaction when Work Motivation is not considered, highlighting the mediating role of Work Motivation. This finding aligns with Benítez et al. (2023), who showed that harmonious work passion enhances job satisfaction when mediated by self-determined work motivation. Cabrita and Duarte (2023) also emphasized that work passion boosts coping mechanisms and job satisfaction through motivational processes.

Total Effect (c + a x b): The total effect, which encompasses both direct and indirect effects, has an estimated value of 0.5776, with a standard error (SE) of 0.0211 and a 95% confidence interval (CI) ranging from 0.532 to 0.6151. The Z-value of 27.340 and a p-value less than 0.001 demonstrate that the total effect is highly statistically significant. These findings confirm that Work Motivation fully mediates the relationship between Work Passion and Job Satisfaction, accounting for 100% of the total effect. This supports Zhai et al. (2022), who found that harmonious work passion positively influences career commitment and job satisfaction through self-determined work motivation, and Cabrita and Duarte (2023), who highlighted that passion improves coping mechanisms, leading to enhanced job satisfaction.

Meanwhile, the succeeding paragraphs discuss the path estimates for the mediation analysis conducted in the present study.

Level of Work Passion to the Level of Work Motivation (a): The path estimate from Work Passion to Work Motivation is 0.9351, with a standard error (SE) of 0.0249 and a 95% confidence interval (CI) ranging from 0.882 to 0.9797. The Z-value of 37.526 and a p-value less than 0.001 indicate a highly statistically significant and strong positive relationship between Work Passion and Work Motivation. This finding underscores the essential role of Work Passion in enhancing Work Motivation among teachers. This aligns with Wang (2022), who found a positive relationship between teachers' work passion and motivation in a university setting. As such, fostering Work Passion can enhance teachers' motivation, job satisfaction, and overall effectiveness (Yu & Ying, 2024).

Level of Work Motivation to the Level of Job Satisfaction (b): The path estimate from Work Motivation to Job Satisfaction is 0.6418, with a standard error (SE) of 0.0374 and a 95% confidence interval (CI) ranging from 0.572 to 0.7177. The Z-value of 17.139 and a p-value less than 0.001 confirm the statistical significance of this relationship, demonstrating a robust positive connection between Work Motivation and Job Satisfaction. This reinforces the importance of motivation in enhancing job satisfaction levels among teachers. Studies by Cabaron and Oco (2023) support these findings, emphasizing that motivated teachers are more likely to experience greater job satisfaction and improved teaching performance. Hoque et al. (2023) further asserted that motivation plays a key role in increasing job satisfaction and engagement among teachers, which improves the overall work environment.

Level of Work Passion to the Level of Job Satisfaction (c): The path estimates from Work Passion directly to Job Satisfaction is -0.0225, with a standard error (SE) of 0.0406 and a 95% confidence interval (CI) ranging from -0.106 to 0.0541. The Z-value of -0.555 and a p-value of 0.579 suggest that there is no significant direct relationship between work passion and job satisfaction when work motivation is controlled. This reaffirms that Work Motivation fully mediates the relationship between Work Passion and Job Satisfaction.

The mediation analysis confirms that Work Motivation fully mediates the relationship between Work Passion and Job Satisfaction. While both Work Passion and Work Motivation positively influence Job Satisfaction, the indirect effect of Work Motivation explains this relationship. This highlights the critical role of fostering both Work Passion and Work Motivation to enhance Job Satisfaction and create a supportive work environment for teachers.

Research consistently supports these findings, indicating that passionate and motivated teachers experience higher levels of engagement, well-being, and job satisfaction. For instance, Assaf and Antoun (2024) demonstrated that passionate teachers exhibit greater engagement and better job performance. Similarly, Harrison et al. (2023) found that motivated and passionate educators contribute to improved educational outcomes. Cabrita and Duarte (2023)

emphasized that nurturing passion in teachers helps create a supportive work environment that enhances teacher retention and effectiveness.

Additionally, studies on Work Motivation (Karimi et al., 2023; Morvati et al., 2024) recognize it as a crucial factor in employee satisfaction and well-being. Motivated employees tend to be more engaged and productive, as shown by Vo et al. (2022). These findings suggest that educational leaders should implement strategies that foster both Work Passion and Motivation to promote an inclusive and thriving educational environment.

7. Conclusions

On the basis of the findings, the following are concluded.

A strong and statistically significant positive relationship exists between work passion and job satisfaction among teachers. This suggests that fostering work passion increases one's satisfaction towards the job, a key factor in ensuring a motivated and fulfilled workforce in the academe. The dimensions of work passion are significant predictors of job satisfaction, specifically a sense of learning. This highlights the multifaceted nature of work passion and its impact on various aspects of job satisfaction. Additionally, the sense of learning emphasizes how critical creating an environment that supports lifelong learning and career advancement is. Consequently, strategic efforts to cultivate this dimension of work passion could result in more satisfied teachers, thereby improving retention and workplace outcomes.

Motivation fully mediates the relationship between work passion and job satisfaction, indicating that work passion influences job satisfaction through its impact on motivation. This underscores the importance of fostering a motivational environment to translate work passion into tangible job satisfaction outcomes. The findings suggest that creating a supportive work environment that nurtures both work passion and motivation is essential for improving job satisfaction among teachers. Educational institutions should focus on strategies that enhance these factors to foster a more engaged, motivated, and satisfied teaching workforce.

School administrators and policymakers should recognize the critical role of work passion and motivation in driving job satisfaction. Implementing policies and practices that enhance these elements can improve teacher satisfaction, leading to better learning outcomes and a more positive school climate.

8. Suggestions and Recommendations

From the conclusions drawn, these are recommended:

8.1 Schools should foster an emotionally supportive environment where teachers feel valued and empowered. Job crafting, which aligns teachers' roles with their strengths, boosts work passion. Involving teachers in policy-making enhances morale, motivation, and job satisfaction.

8.2 Schools should provide professional development programs which strengthen teachers' pedagogical skills and foster personal growth. Workshops, mentoring, and leadership training should align with teachers' goals, while financial incentives balance personal development with tangible rewards.

8.3 Schools must balance intrinsic and extrinsic motivation. Competitive compensation and performance-based rewards address extrinsic needs, while personalized development opportunities and strategies that enhance job satisfaction meet inherent motivations. Offering career growth and work autonomy will sustain teachers' passion and commitment.

8.4 School administration must engage teachers in decision-making, promote transparency, and provide emotional support. A collaborative culture where teachers contribute to policy development strengthens morale, motivation, and job satisfaction, ultimately boosting commitment and performance.

8.5 Administrators should develop policies to promote teachers' passion and motivation, including recognition programs, competitive compensation, and work-life balance initiatives. Wellness programs and a culture of appreciation will further enhance teacher satisfaction and retention.

8.6 Future research should explore the long-term effects of work passion and job satisfaction on teacher retention and performance using mixed-methods approaches. Qualitative and quantitative data will provide valuable insights into the impact of workplace support on teachers' motivation and engagement.

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