Teachers' Work Passion and Students' Performance: Mediating Role of Psychological Empowerment.

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Abstract

The purpose of this study is to know the passion of work of teachers in educational institutions of Pakistan to know which type of passions gives a good performance of the students. For this reason, the objectives which were set for this study are to see the teacher's work passion in which harmonious and obsessive work passion was included and to see its impact on the performance of the students with mediating role of psychological empowerment. To achieve the objectives of this study, quantitative study was carried out in which questionnaires were filled out by respondents including teachers, professors and students. This study was conducted longitudinally, in which initially questionnaires were filled out by respondents at the start of the semester and then again they were filled at the last of the semester. After analyzing the questionnaires, it was revealed that there is a significant and positive impact of harmonious work passion on the performance of the students in both phases of data collection, while in case of obsessive work passion, the first phase showed that there is no negative relation of obsessive work passion with student's performance and results of the second phase of data collection showed that there is significant and negative relation of obsessive work passion with student's performance. This study is very helpful theoretically as it enhanced the literature as well as it will also help the educational institutions to know how the desired results of the students can be obtained from the teachers work passion.

Keywords: Harmonious Passion (HP), Obsessive Passion (OP), Students' Performance (SP), Psychological Empowerment (PE).

1   Introduction

In the modern era, educational institutions are trying to develop an environment for lecturers or teachers in which they can perform their duties with deliberations and indecent manners. When the institutions present such type of environment, it is a chance for the teachers to improve their personality and to perform their duties effectively. Astakhova et al. (2016) stated that in this era every organization needs passionate workers, which effectively lead their task and also they fire those workers who have no passion for their task. Passion has increasingly become a fundamental trait of an employee for exemplary performance. The entity bodies are looking forward in this era to find passionate employees who have the work passion for their actions. According to Sandberg (2015), passionate employees are considered as an example for their parallel workers in the organization. The concept of passion has a renaissance in the discipline of psychology by Robert Vallerand and colleagues (2013). Work passion can be defined as "a strong inclination toward a self-defining activity that people love, find important, and for which they invest time and energy" (Vallerand et al., 2013). The researchers have introduced their 'dual model of passion' and the corresponding passion scale in 2013. The model, which distinguishes between the independent internalization as harmonious passion and the controlled internalization as obsessive passion, has motivated many empirical studies on the nature, predictors, correlates, and outcomes of the two types of passion. According to Vallerand et al. (2003) "passion can boost motivation, enhance well-being, and provide meaning in everyday life". However, as the researchers also pointed out that passion can "arouse negative emotions that lead to inflexible persistence, and interfere with achieving successful life". HP has been associated with a range of beneficial outcomes and the performance of a person. Harmonious passion prepared individually when they freely accept that focal activity confirms that they have highly organized identities. Therefore, the activity will be followed and the feeling of personal validation (Shukla, 2017). In the case of harmonious passion, it is better to deal with the potential result of teachers' ability. In this case, the

engagement in passionate activities in a talented way is tested as an ending result. Because it is an independent type of a mirror of activity, harmonious passion is thinking of creating mask targets. Thus, an adaptive successful process is to focus on working-based goals is being encouraged by a compatible passion (Burke, Astakhova, & Hang, 2015).

Whereas, on the other hand, Obsessive passion refers to an internal pressure that forces the individual to work with OP, the person also loves their work and considers it as a part of her/his identity, but they also feel compelled to engage themselves because of internal contingencies that become unfavourable while doing their activity (Bergeron, 2018). Obsessive passion is associated with activity in actions (for example, new project activity), or personal compressions, such as self-esteem or to create feelings for social acceptance or utility. This pressure compels to continue with activity to maintain them individually (as important as the result). Due to these controls, and integration, self-determination, neutral emotional people will participate in the activity, which has a smaller amount of sense of self-esteem, who will agree on the success of the focal activity. Obsessive passion will add them to do more actively self-diagnosis or examine according to social perspective. Contextual performance includes activities such as helping others, (Sandberg, 2015), the father of intelligence research, was the first to suggest that individual intelligence were reflected in academic performance outcomes: Because the academic performance was thought to reflect individual differences in ability, it became the "the criterion par excellence" for intelligence tests. Nelson (2016) gave the operational definition of academic performance of the students as "how well a student performs in academic knowledge and skills, which is reflected by the student's cumulative GPA". Students' performance is too much concerning a topic in literature, but the lower range of studies are found which relate it with teachers' passion (Burke et al., 2015). Nevertheless, it is crucial to investigate it and it is the core courtesy of the researcher to realize it in the Pakistani context.

Despite the fact in the past decade, the concept of passion is not yet a clear ideological basis, and yet the academic institutions are a failure to present an ideological framework for the teachers' work passion. The professional phenomenon in the popular and exclusive press is described very much in the literature (Schellenberg & Bailis, 2017). Depending on the old evidence about the process of researching the passion in the institution, it is not yet scientifically proven that practically emotional credibility is well-equipped. Research scholars have been investigating passion and it is considered as passionate results, without the obvious explanation of the path that passes towards these results (Bergqvist & Eriksson, 2015). Promotional and seriousness, such as business research investigations, solid ideological links are missing for major and built-in structures. Although scholars have started promoting the concept of emotional effects, they have not explained how passion is identifying and encouraging teacher's personalities. Of course, this study considers this time enough to have passionate emotions about these research projects. If this study wants to accept the passion as a major enthusiastic force in educational institutions, with important effects on emotions, then it must have the deepest insights about specific ways in which passion is emotionally motivated and seriously communicated.

The main aim of this study is to examine if there is any significant association between work passion and students' performance in the education sector of Pakistan. To achieve this aim following are the objectives of the study:

- To investigate the effect of harmonious passion on students' performance in educational institutions of Pakistan
- To analyze the effect of obsessive passion on students' performance in educational institutions of Pakistan
- To examine the mediating effect of psychological empowerment between teachers' work passion on students' performance in educational institutions of Pakistan

2   Literature Review

2.1   Teachers' Work Passion and Student Academic Performance

As mentioned above this chapter is about the teachers' passion for teaching, their love with work is observed and their passion is not just a careful interest. But in this case, the activity has been defined externally for teachers and students. Vallerand's theory upon passion stated that generally, a passionate psychological basis for studying represents the research on it. In the last decade, Weller and his affiliate research group focus on various activities and experimental articles for various happenings to focus on. As passionate goals, they also do activities, such as games, music, hobbies, but they do work also. The Gauge (1951) suggests that businesses need strong power and stability, the first advertising study, which has mentioned his passion, provides an effective source of challenges in business acquisition, and it is like other thinkers like love, pride, motivation or pleasure. The first delineations of passion in educational institutions looked at it as an individual trait, focusing less on the precise objects that passion is projected on. Thereafter, Baum and colleagues theorized passion as one important element of the teachers' personalities, mirroring love, affective attachment to, and longing for work. Even if these scholars looked at passion as a personality trait, these early efforts to delineate passion have a shared focus on affection, and specifically positive affection of "love" for work. When the teachers' passion is observed, it ultimately affects the students' performance. If the teachers are cooperative and passionate toward his goals, his achievement is that he has influenced students positively (Anagnostopoulos, Winand, & Papadimitriou, 2016; Anderson, 2012; Astakhova & Porter, 2015; Birkeland & Buch, 2015; Birkeland & Nerstad, 2016; Breugst, Domurath, Patzelt, & Klaukien, 2012). A study on teachers working hours and student performance indicated that there is a positive relationship between teachers working hours and enhancement of the students' performance. But in contrast, another study in Uganda indicated that the lecture time brings negative impact on the students' performance due to the boringness in the classroom, they also stated that majority of the students want to listen to a lecture for just 40 to 60 minutes. When the time of lecture is increased, the students feel bored

in the class and their attention started to reduce. A researcher scholar used the sample of 356 students over the 34 universities and colleges, found the positive association of students who are taking part in other activities rather than routine lecture, he further investigated that the same manner is found in teachers and the classroom will be a cause to reduce his empowerment in the class. Students like these teachers who are involved in other activities such as speech, dialogues between students, dance or any other performance by the students after some time. These types of activities are an important source to make attention toward a teacher among the students. Teachers' work passion is a key to make students more attractive toward his personality, without the passion in any project an individual cannot survive for a long period. Similarly, a teacher with the same attitude on daily basis lost his supremacy on the students (Burke et al., 2015;Caudroit, Boiche, Stephan, Le Scanff, & Trouilloud, 2011; Chamarro et al., 2015). A study in Turkey indicated that's teachers can be survival mentor for students for a long period and create a positive image in the students' mind by involving his latest activities. However, in the literature, only a few studies are found which particular investigated the impact of teacher passion on students' performance. That's why this study is going to check the empirical impact of teacher passion, including harmonious passion and obvious passion of students' actual and perceived performance in academia. Moreover, this study also checks this effect through psychological empowerment.

H1: There is a significant relationship between teachers' harmonious passion and students' performance.

H2: There is a significant relationship between teachers' obsessive passion and students' performance.

2.2 Mediating Role of Psychological Empowerment between Teachers' Work Passion and Students' Performance

As mentioned earlier, although job resources and personal resources have been shown to predict teachers' engagement, little research attention has been paid to the examination of the potential mechanisms underlying these relationships. In this study, psychological empowerment is proposed to be a mechanism that explains the relationship between

teachers' passion and students' performance Thomas and Velthouse (2009) defined "psychological empowerment as intrinsic motivation manifested in four cognitions: meaning, competence, self-determination, and impact. In other words, when employees are psychologically empowered; they are creating an internal sense of motivation based on their cognitions regarding their work". The ability to work competency is uniquely confident. Self-determination, which is also known as 'selection', indicates a person's beginning to start and maintenance of the actions of a person (Donahue et al., 2012; Fernet, Lavigne, Vallerand, & Austin, 2014). The main targets, customs, principles and codes of teaching career competently form the approach of student and their transformation following the principles of the classrooms. The effects, sometimes referred to as the importance of work, indicate that the extent of an individual's work can influence the institutional level or change results. It has been argued that the supervisor's support, development opportunities, and basic mindset are related to psychological empowerment. For example, a supervisor can be used to help and enhance their ability to do work. Also, if people are given development opportunities, they can feel their views about them, their ability to recognize, and enhance self-determination (autonomous) Works with passion. Similarly, on their basic diagnosis, they believe in their capabilities to perform their work and get their work done. Relying on previous research studies, the current study can be suggested for this reason as a powerful tool. Job design features include job enhancement and job feedback. For example, positive auto-complete symptoms include basic self-diagnosis and usually self-estimation. Based on these results, it is reasonable that the support of supervisors, development opportunities, and basic self-diagnosis is also positively associated with psychological empowerment. When an individual insists internally (i.e., psychologically infective) he feels his work is easily absorbed and emerging for him, that's why he is busy in his work. Unfortunately, Seibert et al. (2009) Meta-analysis indicated that the result of psychology was not included in the involvement of the teachers' power in institutions. Also, an amazingly small amount of research has been released which indicated that the autonomous power of a teacher positively influenced students' performance (Huyghe, Knockaert, & Obschonka,

2016; Jachimowicz, To, Menges, & Akinola, 2017; Kerr, 2016; Kong, 2016; Lavigne, Forest, & Crevier-Braud, 2012). However, Bhatangar (2012) found that these two variables like psychological empowerment were an offer for work and power is an ability to be contributed to the relationship between students' engagement and teachers' passion. In terms of psychology and other words, with the intention of innovation and change the author is tested if psychologically qualified people are more employed. Modern and low institutions were intended because they were busy with their work. There is a positive and significant connection between the results of this study psychological empowerment and students' engagement. Although the study was not used psychological empowerment, as a mediating variable, is based on these results psychological

empowerment dramatically plays a vital role for involvement in their work. Another study in Malesia University on teachers' empowerment students working hours and management role was found the positive correlation between psychological empowerment of teachers and students working hours. However, studies further found that management play a negative role in this model (Richardson, Abraham, & Bond, 2012;Stander & Rothmann, 2010 ; Vallerand, 2012). Based on the above discussion, this study used psychological empowerment as a mediator between teachers work passion and students' performance.

H3: psychological empowerment significantly mediates the teachers' work passion and students' performance
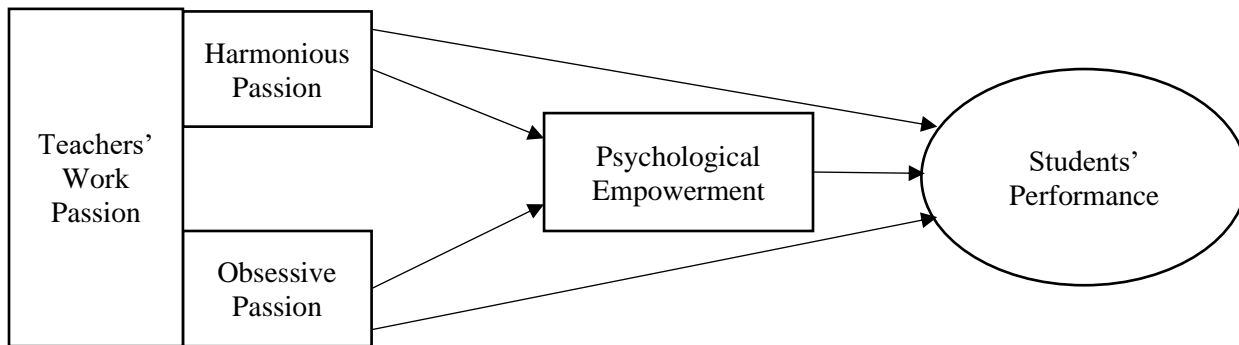

Figure 1: Proposed Research Model

3   Research Methodology

3.1   Study Population
The word "population" in research studies refers to those things or persons who are participating in the study (Etikan, Musa, & Alkassim, 2016). This study followed a quantitative approach (Hoy & Adams, 2015) as a research methodology which is also performed by the (Ruiz-Alfonso & León, 2016). The population for this study includes all those persons which are performing their duties at any academic institutions. These respondents include teachers, professors, and students of the universities, colleges, etc. in Pakistan.   The required respondents were contacted through personal meetings as well as some respondents are captured via phone calls and e-mail and asked to fill the survey questionnaire online. Respondents were guaranteed that their responses will be kept confidential and will not be misused.

3.2   Sampling Method and Technique
Samples are a way in which many participants are selected for the study population to get information about a particular problem. Researchers cannot ask the entire population so that they choose some people. The sample represents the whole population as the same common feature is according to the whole population. Contains a sample framework that should be present in all participants. There are different sampling techniques are available for a selection of sample such as online sample calculators, sample tables, etc. In this study the purposing sample is used to collect data for this research, purposing sampling is an appropriate way to collect data in this type of studies where the population is infinite (Etikan et al., 2016). Sammons, Lindorff, Ortega, and Kington (2016) have also performed purposive sampling on their research on teacher's passion. The researcher selects the sample of 200 respondents for this study and respondents

are the officials or students who are teaching or studies in different academic institutions of Pakistan.

3.3   Data Collection Procedure

This study is quantitative and strategy of study is the survey, so most often under this strategy questionnaire or structured interviews are used as a tool for data collection. So, the tool of this study for data collection is a questionnaire. To obtain the required data from the sample selected, a self - administrative research questionnaire was compiled that were filled in two-fold, it means that the first phase of the questionnaire was filled out at the start of the semester and the second phase of the questionnaire was filled out at the last of the semester. The questionnaire is adapted from the literature which is used for data collection and respondents are targeting via emails and personal meetings.

3.4   Measurement of Scales

To measure the passion scale is taken from the study of Anderson (2012). This scale is already is used in the literature and have excellent factor loading in past. For the measurement of psychological empowerment, the scale of Wallace, Johnson, Mathe, and Paul (2011) study is used and this scale is already used in many other studies and has good factor loading. The 2 items scale of Adhatrao, Gaykar, Dhawan, Jha, and Honrao (2013) used for the measurement of students' performance.

4   Data Analysis and Results

4.1   Demographic Profile

Approximately 300 questionnaires were distributed through personal meetings with university students

and teachers at the start of a semester and at the end of the semester. The 290 questionnaires are received back in the start and 288 are received at the end, 280 for both times are usable. Final 560 questionnaires are useable for final analyses. There were a total of 64 female teachers and 217 were males' teachers, who participated in this study. The ratio of male teachers is 77.1 per cent and female's teacher are 22.9 per cent. Findings stated that there are 104 teachers, who are falling in the range of age from 21 years to 30 years, 67 teachers lies in the age from 31 to 4o years, 37 teachers age is 41 to 50 years and other reaming have more than 50 years of age. Results indicated that the majority of the respondents i.e. 213 of the total 280 respondents are M.Phil. Degree holders. PhD degree holders ranged 67 and had 23.9% proportion of the whole 280 respondents. The rank of education of the teachers offers an opportunity to recognize the expertise of the workforce and choose highly skilled people to hold different positions in the organization. The figures in the table above the display that the educational level of most of the respondents is M.Phil. It signifies that in the education sector most of the young.

4.2   Reliability

Cronbach alpha (α) is "calculated for checking the reliability of the data. The value of Cronbach alpha should be equivalent to 0.7 or greater than 0.7, in other words, we can say the threshold value of Cronbach alpha is $\alpha \geq 0.7$ (Cronbach (1951). As for as the value of Cronbach alpha of this data is concerned with all variables, which is greater than 0.7 and this proves the reliability of the data." All the values of Cronbach alpha are arranged in the following table:

Table 1: Cronbach Alpha

Latent Variables	No of items	Cronbach alpha	Items Removed	Revised Cronbach alpha
HP	8	0.974	0	0.974
OP	7	0.824	0	0.824
PE	17	0.887	0	0.887
SP	2	0.887	0	0.887

The value of Cronbach alpha of all the variables is arranged in table 1 which shows that these values of all variables are in a good range. As these values are greater than 0.7 that proved that the reliability of the whole data is excellent. The value of Cronbach alpha shows the understating of respondents about

questionnaire items and that item goodness to measure the entire construct. The table shows the first variable which is HP has 8 items and the overall value of Cronbach alpha is 0.974 which is good. Similarly, the second variable OP has 7 items and the value of Cronbach alpha is 0.824 which is good

to measure the whole contract. The Cronbach alpha value for PE is 0.887 and it has 17 items. Correspondingly, the next variable of the study which is SP has 2 items and the overall value of Cronbach alpha is 0.887 for this construct. So, there is no need to remove any item from any variable because the factor loading of each item is greater than 0.60, that's why there is no need to remove any item. Consequently, the measurement for the entire model is a good fit and results based on can be realized.

4.3   Discriminant and Convergent Validity
Discriminant validity is the degree to which the variable is differing from each other experimentally.

It examines the extent of differences among the overlaid variables (Kim & Kim, 2010). It is measured by employing cross-loading of measures. By viewing at the cross-loading, the factor loading pointers on the allotted variable have to be greater than all loading of other variables with a state that the cut-off figure of factor loading is greater than 0.70 (Kim & Kim, 2010). On the other hand, Convergent validity is the extent of assurance a researcher has that a character is well evaluated by its measures (Kim & Kim, 2010). It is measured by the Composite Reliability (CR) and Average Variance Extracted (AVE).

Table 2: Discriminant and Convergent Validity at the start of Semester (N=280)

	CR	AVE	MSV	MaxR(H)	PsyE	Obses	Hamon	PPer
PsyE	0.957	0.577	0.334	0.970	**0.760**			
Obses	0.840	0.562	0.280	0.988	0.475	**0.680**		
Hamon	0.958	0.741	0.717	0.991	0.545	0.529	**0.861**	
PPer	0.965	0.932	0.717	0.993	0.578	0.511	0.847	**0.966**

*Notes:** . Correlation is significant at the 0.01 level (2-tailed).*

This validity shows that all the variables are discriminant from one another. The table above shows that all these constructs are entirely different from one another in terms of data and relationships. The bold values depict the highest values and the proceeding values are lesser than the above one. A successful valuation of discriminant validity demonstrates that a test of these constructs is not extremely correlated with other tests intended to evaluate hypothetically diverse constructs. These results showed that the latent variable shared their variance and they are entirely diverse from one another. The table above shows the CR which is a test performed to measure the reliability or internal consistency of the study variables. It offers a plain

mode to evaluate whether or not a test is reliable. It is utilized under the supposition that the multiple items evaluate the similar basic variable. The value for CR varies from zero to one. A negative value signifies that something is incorrect with the data such as an error in a reverse score of a few items. The common rule of thumb for CR is 0.70 and higher is satisfactory, .80 and higher is good and .90 and greater is best. The table shows that the values CR value for psychological empowerment, obsessive, harmonious, and perceived performance, are 0.957, 0.840, 0.968, and 0.965 respectively. This demonstrates that all these measures are reliable.

Table 3: Discriminant and Convergent Validity at the End of the Semester (N=280)

	CR	AVE	MSV	MaxR(H)	PsyE	Obses	Hamon	APer
PsyE	0.987	0.812	0.154	0.987	**0.901**			
Obses	0.839	0.560	0.193	0.993	0.393	**0.679**		
Hamon	0.968	0.791	0.371	0.998	-0.138	-0.383	**0.890**	
APer	0.887	0.797	0.371	0.998	-0.003	-0.439	0.609	**0.893**

*Notes:** Correlation is significant at the 0.01 level (2-tailed).*
The table shows that the values for psychological empowerment, obsessive, harmonious, and actual performance are 0.987, 0.839, 0.968, and 0.887 respectively, therefore, this reliability test permits the researcher to study the traits of evaluation scale and the items that build the scale.

4.4   Confirmatory Factor Analysis
The confirmatory factor analysis (CFA) is "a multivariate arithmetic process which is utilized to examine how good the studied constructs signify the figure of variables. In confirmatory factor analysis (CFA), the researcher can identify the figure of aspects needed in the data and which studied construct is linked to which latent construct."

Table 4: Nested Confirmatory Factor Analysis

	Model Fit Indices	Threshold Range	Observed Values At Start	Observed Values At End
	χ^2		1351.556	1396.377
	Df		502	506
Nested Model	χ^2 / df	Lesser than 3	2.692	2.276
	GFI	$\leq .80$	.801	.803
	IFI	$\leq .90$	.913	.940
	CFI	$\leq .90$	.913	.940
	AGFI	$\leq .90$	.919	.910
	RMR	$\geq .08$	.043	.049
	RMSEA	$\geq .08$	.078	.079

Notes: χ^2= Chi Square; Df= Degree of freedom; CFI= Comparative Fit Index; RMSEA= Root Mean Square Error of Approximation

Nested confirmatory factor model was used in this study to measure the fitness of the research model. Findings in an above-mentioned table showing that all indicators value is in the threshold range, which proves that model is a good fit, so further analyses can be run.

4.5   Structural Equation Modeling
SEM is "a multivariate statistical analysis tool which is utilized to examine the structural associations between the variables (Blunch, 2012). This tool is the mixture of factor analysis and multiple regression analysis, and it is employed to examine the structural association between measured constructs and latent variables."

Table 5: Structural Path Coefficient at the Semester Start

Casual Path			Standardized Coefficient	Unstandardized Coefficient	S.E.	C.R.	P
Psy_Emp	<---	Harmonious	.233	.214	.048	4.461	***
Psy_Emp	<---	Obsessives	.562	.860	.080	10.745	***
Per_Per	<---	Psy_Emp	.160	.136	.041	3.326	***
Per_Per	<---	Harmonious	.648	.505	.034	14.872	***

Casual Path	Standardized Coefficient	Unstandardized Coefficient	S.E.	C.R.	P
Per_Per <--- Obsessives	.113	.147	.065	2.250	.024

Note: *HP= Harmonious Passion, OP= obsessive passion, PE= psychological empowerment, PP= perceived performance.*

This test is chosen by the researcher as it approximates the multiple and interconnected reliance in a particular examination. The above table 5 demonstrate the results of SEM for data which was collected at the start of semester and results indicated that harmonious passion has a significant positive impact on student perceived performance by .648, and obsessive passion has a significant positive impact on student perceived performance by .113

which means that 11% increase in students' performance will become due to obsessive passion. Here the first two hypotheses of the study are accepted.

4.6 Mediating Role of Psychological Empowerment at Semester Start

To check the direct and indirect effect of work passion on student performance SEM was run by the researcher, and the following results are presenting;

Table 6: Direct and Indirect effect

Work Passion	Direct Effects on Perceived Performance			Indirect Effects through psychological empowerment on perceived performance		
	BCCI			BCCI		
	Estimate	Lower	Upper	Estimate	Lower	Upper
Harmonious	0.010*	0.526	0.761	0.037**	0.010	0.073
Obsessives	0.113	-0.019	0.264	0.090**	0.040	0.141

*Note: Bootstrap 2000 Resample Results, *significant at 0.10, **significant at 0.05 and BCCI: Bias-corrected Confidence Intervals*

The above-mentioned table shows the harmonious has .010 direct effect on perceived performance and obsessive has .187 direct effect on PP but this effect is insignificant. The table also demonstrates the mediation effect of psychological empowerment between harmonious and obsessive passion and

student perceived performance the results indicated that psychological empowerment significantly mediates the relationship between harmonious passion and obsessive passion by .037 and .090 respectively.

Table 7: Structural Model Results at Semester Ends

Casual path	Standardized Coefficient	Unstandardized Coefficient	S.E.	C.R.	P
Psy_Emp <--- Harmonious	.153	.154	.060	2.555	.011
Psy_Emp <--- Obsessives	.579	1.183	.123	9.646	***

Casual path			Standardized Coefficient	Unstandardized Coefficient	S.E.	C.R.	P
A_Per	<---	Obsessives	-.326	-.636	.112	-5.688	***
A_Per	<---	Harmonious	.520	.498	.048	10.354	***
A_Per	<---	Psy_Emp	.275	.263	.047	5.560	***

Note: HP= Harmonious Passion, OP= obsessive passion, PE= psychological empowerment, AP= Actual performance

The table shows the SEM results on data which was collected at the end of the semester and the results of obsessive and harmonious passion were checked on actual students' performance. The results against H1 indicated that harmonious passion has a significant positive impact on a student's actual performance. But the result of H1 was changed as compare to perceived performance. In table 5 obsessive passion has a positive impact on perceived performance while in table 7 obsessive passion harms students' actual performance.

4.7 Mediating Role of Psychological Empowerment at Semester End

To check the direct and indirect effect of work passion on student performance SEM was run by the researcher, and the following results are presenting;

Table 8: Direct and Indirect effect

Work Passion	Direct Effects on Actual Performance			Indirect Effects through psychological empowerment on actual performance		
	BCCI			BCCI		
	Estimate	Lower	Upper	Estimate	Lower	Upper
Harmonious	0.153**	0.433	0.597	0.042**	0.020	0.075
Obsessives	-0.326**	-0.417	-0.210	0.16**	0.113	0.208

*Note: Bootstrap 2000 Resample Results, *significant at 0.10, **significant at 0.05 and BCCI: Bias-corrected Confidence Intervals*

The above-mentioned table shows the harmonious has a .153 direct effect on actual performance and obsessive has a .326 negative direct effect on actual performance. The table also demonstrates the mediation effect of psychological empowerment between harmonious, obsessive passion and student perceived performance the results indicated that psychological empowerment significantly mediates the relationship between harmonious passion and obsessive passion by .042 and .026 respectively. However, the results of mediation indicated that psychological empowerment significantly mediates between obsessive and harmonious passion. The hypothesis 3 indicated that harmonious passion has a significant mediating impact on students' actual performance it means that if harmonious passion increased by one unit it will bring 4% impact through psychological empowerment and the results of hypothesis 4 indicated that obsessive passion also significantly mediate by psychological empowerment with student actual performance and the impact of obsessive passion on student actual performance through the mediation of psychological empowerment is 15.4 per cent and this is significant.

Structural Equation Modeling for Both Data
The following figure 2 below is a screenshot of structural equation modelling while running in SEM

in AMOS and shows the standardized regression weights between the variables for data at the start of a semester and figure 3 shows the results at the end of the semester with students' actual performance.
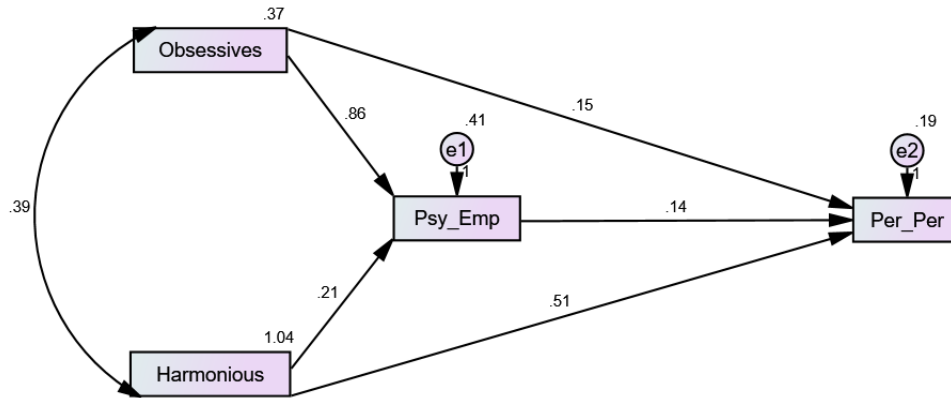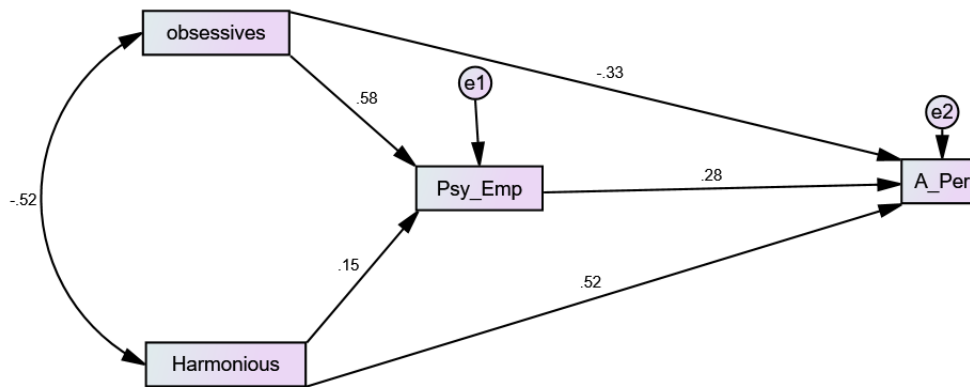

Figure 2: SEM Semester Start Data.

Figure 3: SEM Semester End Data.

5   Discussion and Conclusion

5.1   Discussion
The results of this study were obtained after analyzing the questionnaires which were filled out by the respondents that belonged to the teachers, professors and students. The first hypothesis of this study was accepted. As this study was longitudinal, therefore it was conducted in two sections. At the initial stage, the questionnaires were filled by the teachers, professors and students at the start of the semester and then after that second phase of the questionnaire was filled by the respondents at the

last of the semester (after four months of the first phase). When questionnaires of the first phase were analyzed then the hypothesis was proved that there is a significant and positive relation of harmonious work passion of teachers with the performance of the students. When the questionnaires of the second phase were analyzed that were filled at the last of the semester then again the results were same as that of the results of the first phase and hypothesis was accepted which means that there is the significant and positive impact between harmonious work passion and performance of the student. These

results were same and aligned with the results of previous authors that have studied this relationship before, for example, studies of (Awaluddin, Salija, & Muhayyang, 2019; Moe, 2016; Naydanova & Beal, 2016; Ruiz-Alfonso & León, 2016; Saville, Bureau, Eckenrode, & Maley, 2018; Vallerand, 2016) were included. The second hypothesis was also tested in two phases. Initially, it was tested at the start of the semester and then after four months, at the last of the semester. From the analysis of both phases, it was found that the results of the first phase indicated that hypothesis is rejected and there is no significant and negative impact of obsessive work passion of teachers and performance of students and this result was opposite to the results of the previous studies. While the results of the second phase that were obtained from the questionnaires that were filled out at the last of the semester, it was seen that hypothesis was approved and there is a significant and negative impact of obsessive work passion of teachers and performance of students. And this result was same as that of studies of previous authors in which (Cheasakul & Varma, 2016; Naydanova & Beal, 2016; Ruiz-Alfonso & León, 2016; Saville et al., 2018; Vallerand, 2016) are included. The reason behind these results is the period of collecting data. This hypothesis was also proved through this study and it was considered there is mediating effect of psychological empowerment in between teachers' work passion on students' performance as if there will be the strength of self-determination, competence and impact in the teacher then only they will be able to create passion in their work and lecture that will be positive and will be giving those results of the students that are desired and up to the mark. That's why it is said that psychological empowerment creates a link between teachers' work passion and students' performance and these results are same as that of previous studies that were carried out on this relationship, for example, (Ai et al., 2017; Akram, Malik, Sarwar, Anwer, & Ahmad, 2015; Cheasakul & Varma, 2016; Flaherty, O'Dwyer, Mannix-McNamara, & Leahy, 2017; Van Nieuwerburgh, 2018).

5.2　　Conclusion

This study was conducted to check the impact of work passion of teachers on the performance of the students in the educational sector of Pakistan. For this purpose, data were collected from the different universities of Pakistan in which teachers, professors and students were the respondents that filled out the questionnaire. After analyzing the questionnaire, it was revealed that all hypotheses of this study were accepted. It was observed that work passion of teachers has a very strong impact on the performance of the student. Teachers have usually two types of work passion that they showed towards their students and that ultimately affect the performance of the student. The first type of work passion was harmonious work passion in which there is a very positive attitude of teachers towards their students and they treat their student with very lenient behaviour. This study has proved that only work passion of teachers is not important for creating a good performance of the students but there is one more factor without which work passion of the teachers, as well as the performance of the students, cannot be achieved at a great extent. That factor is psychological empowerment that creates a link between work passion of teachers and the performance of the students. The factors which are associated with psychological empowerment are competence, self-determination and impact. If these factors of teachers are strong then ultimately their work passion will be strong which will then motivate students to show good performance as all these factors motivate the teachers as well so that they can show positive passion towards their duty and it also depends on the teachers that how they deal with their psychological empowerment. Therefore, it can be concluded that psychological empowerment plays the role mediating between work passion of teachers and the performance of the students.

5.3　　Implications

This study is very helpful in the perspective of theory and practice as it plays has shown its importance in the point of theoretical as well as practical. Theoretically, this study has enhanced literature on the variables that are included in this study as well as on the relationships that were identified in this study as the literature on such relationship was already rare so it will be a very beneficial contribution in the academic point of view where future researchers can get help in getting the literature on these relationships. This study has also enhanced material and make more confirmed the theory which is associated with the relationships of the variables included in this study. From a practical point of view, this study has great contribution as this study will help educational institutions that what

kind of work passion is suitable for them which can create a performance of the student according to the desired way. Educational institutions can get benefit from this study by developing as well as moulding their teachers following that way of passion which can give fruitful outcome in the form of good performance of the students.

5.4   Limitation and future suggestions

This research also has some limitations, for example, the educational institutions which were targeted were small as well as several questionnaires that were filled were also small. Therefore, future researchers should work on a big sample size as well as they should also research this relationship in the context of another country so that this relationship can be confirmed at a greater level as well.

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