



Urszula Oszwa

<https://orcid.org/0000-0002-0300-909X>

Maria Curie-Skłodowska University, Lublin, Poland

ulaoszwa@wp.pl

Agnieszka Gabryś

<https://orcid.org/0000-0002-8502-7119>

Maria Curie-Skłodowska University, Lublin, Poland

agnieszka.gabrys@mail.umcs.pl

Passion and resilience as important areas of family–school partnership

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Abstract

Research aims and problems. Understanding the relationship between passion and resilience may help identify protective factors for well-being and strengthen family–school partnerships. The main objective of the study was to determine the relationship between resilience and passion. The research questions were (1) How strong is the correlation between resilience and passion in its three dimensions (personal benefits, origin, and balance with life) among students? (2) To what extent do passion and its three dimensions account for variability in students' resilience? (3) Does gender moderate the relationship between resilience and passion and its three dimensions?

Research methods. A cross-sectional study of 579 students was conducted. The main outcome measures were the Self-Report Passion Inventory (SRPI) and the Brief Resilience Coping Scale (BRCS).

Process of argumentation. The argument proceeds from an analysis of the theoretical framework (the Dualistic Model of Passion) to an examination of empirical data, and finally to conclusions regarding the importance of passion for students' resilience.

Research findings and their impact on the development of educational sciences. There were statistically significant positive correlations between the variables, but gender did not moderate these relationships.

Stepwise regression analysis indicated that passion explained 56% of the variance in resilience. The results may be applied in the development of support programs for students at all education levels, including the earliest stages. Collaboration between teachers and parents in recognizing students' passions from an early age may be an important factor in strengthening their interests.

Conclusions and/or recommendations. As the study results show, cultivating students' passionate activities could support their well-being and resilience. This approach could also strengthen partnerships between families and schools.

Introduction

The partnership between family and school is an important form of collaboration in contemporary education (Bukola, 2021). This relationship can be crucial for supporting students' success and well-being (Willems et al., 2018). By working together with students' families, schools can create a supportive environment that encourages students' motivation to learn (Deeba, 2021). Family–school partnerships can also foster more effective communication between parents and teachers. Collaboration between family and school helps meet students' social and emotional needs: families can provide insight into their child's needs, while schools can offer resources and support (Anazia et al., 2025). Through such partnerships, schools and families can work together to identify the academic, social, and emotional needs of each student, ensuring a more personalized and effective approach to education. When families and schools share similar expectations and values regarding academic performance, students benefit from a consistent approach that reinforces positive learning outcomes (Hannor & Donnell, 2021). Schools that engage families can also create opportunities for parents to participate in school activities and decision-making processes, which can lead to a stronger sense of community (Anazia et al., 2025).

Understanding the relationship between passion and resilience can help identify protective factors that may contribute to students' psychological resilience in the face of academic and life difficulties (Datu, 2021; Rahimi et al., 2023). Findings from correlational research may support the

development of more effective support strategies for students, which in turn can contribute to improved mental health and overall well-being (Fisher et al., 2018; Dalpé et al., 2019). Research on students' passion and resilience can also provide insight into the mechanisms that lead to academic success (Lee & Herrmann, 2021). Passion can act as a motivating and mobilizing force in the pursuit of personal goals, while resilience enables individuals to cope with difficulties and setbacks encountered along the way (Kunat, 2015; Halonen & Lomas, 2014). Such research can provide a starting point for developing support programs that promote healthy engagement with passions and strengthen resilience among young adults, including students. This strategy may contribute to better academic performance, a greater sense of fulfillment in students' lives, and the prevention of early mental burnout.

Resilience as a process. In resilience models (Masten, 2001), the emphasis is placed on the importance of a multidimensional approach to examining resilience. Resilience has individual, family, and social dimensions (Luthar, 2006; Wagnild & Young, 1993). The capacity for resilience may be shaped by interactions among these dimensions and by contextual environmental factors such as culture, community, and support systems. Having a passion as an autonomously motivated activity seems to be an important element in developing resilience to difficult situations because challenges and adversities are usually present during the long-term pursuit of a passionate activity (Connor & Davidson, 2003).

The concept of passion. Over the last two decades, the Dualistic Model of Passion (DMP) developed by Robert Vallerand (2008, 2015) has been widely researched. Passion is defined as "a strong inclination toward activities that people love, find important, and invest time and energy in." Passion can fuel motivation, enhance well-being, and provide meaning in everyday life. However, passion can also evoke negative emotions, lead to inflexible persistence, and interfere with achieving a balanced, successful life (Vallerand et al., 2003, pp. 756–757). Based on previous studies (Vallerand et al., 2003; Vallerand et al., 2006; Marsh et al., 2013), two types of passion have been distinguished: harmonious and obsessive. Harmonious passion is a state in which an individual experiences balanced

involvement in a passion that is consistent with their values and life goals (Vallerand, 2008; Vallerand et al., 2021; Balon et al., 2013). Obsessive passion is a state in which engagement in a passion becomes unhealthy and dominant in an individual's life, leading to conflict and disruption in other areas of functioning (Marsh et al., 2013). People with obsessive passion tend to have an imbalance between their passion and other aspects of life, which can lead to conflicts and adaptation difficulties (Kunat, 2015).

Passion and resilience in students - short research review

Most available research on the relationship between passion and resilience focuses on adult participants. However, reviewing these findings provides a basis for considering how they might be applied to enhance school–family partnerships at earlier stages of education. In this paper, the results of research involving university students are treated as evidence of the link between passion and resilience, and the school–family partnership is considered a potential beneficiary of these findings.

The study conducted by Virginia Paquette's team (2023) consisted of two cross-sectional projects involving $n = 283$ and $n = 275$ students and one longitudinal project involving $n = 238$ students ($M = 24.02$; $SD = 5.01$ years). The research aimed to determine the role of passion for learning and emotions in the process of building resilience in education and life. The findings showed a positive relationship between harmonious passion and the experience of positive emotions in students with strong learning outcomes, such as satisfaction with studies, and both subjective and objective academic performance. Obsessive passion was associated with a lower level of general functioning. Harmonious passion supported a high level of resilience in all areas of life, whereas obsessive passion not only failed to promote mental resilience but could significantly reduce it. Only students with harmonious passion experienced an increase in subjective vitality over a one-year period; those with obsessive passion and those with no passion did not differ from each other.

The results suggest that passion contributes positively to mental and physical well-being as long as it is harmonious in nature, which means that it is balanced with other life activities (Paquette et al., 2023). This may influence students' ability to cope with academic and life challenges (Li et al., 2020; Byra & Boczkowska, 2022).

It was also found that students with higher levels of resilience were more likely to develop and sustain their passions. These relationships indicate that passion and resilience are interconnected, although it is unclear whether the relationship is causal. Having a harmonious passion can lead to the development and strengthening of mental resilience as individuals face difficulties while pursuing exciting activities. Resilience, in turn, provides a strong foundation for developing passion, but only when the passion takes a harmonious form. Research on the negative impact of passion on resilience may help explain how unhealthy engagement with a passion can affect students' ability to cope with difficulties (Spiridon, 2022). Being overly involved in a passion can lead to increased stress and difficulty coping with challenges (Sverdlik et al., 2021). Obsessive passion was found to lead more frequently to burnout, heightened stress, and reduced resilience related to work and education.

The aim of the other study (Philippe et al., 2009) was to identify differences in well-being between people with and without passion in four age groups ranging from 18 to 90 years old. The total number of participants was 782 ($M = 33.43$ years, $SD = 17.08$). On average, they engaged in their passionate activities for 9.16 hours per week. The results supported the hypothesis that being harmoniously passionate about an activity may significantly contribute to well-being, whereas obsessive passion or a lack of passion does not substantially enhance well-being.

Based on this brief research review, the aim of our study was to investigate the correlation between passion and resilience in students and to determine the extent to which passion accounts for the variability in students' resilience. Following the DMP, it was assumed that passion would play a significant role in increasing students' resilience.

There were three research questions:

1. How strong is the correlation between resilience and passion—considering its three dimensions (personal benefits, origin, and balancing with life)—in students?
2. To what extent do passion and its three dimensions account for the variability of resilience in students?
3. Does gender moderate the relationship between resilience and passion and its three dimensions in students?

Method

Participants and procedure. The research was a cross-sectional study based on self-reports. The online study included 584 students from six public universities in Poland. Five sets of questionnaires were excluded from the analysis due to missing data. In total, the study included 579 students: 498 (86.01%) women, 74 (12.78%) men, and 7 (1.21%) who identified as another gender. The inclusion criterion was being a student at a Polish university. Participants' average age was 23.30 years ($SD = 5.46$). A link to the study was emailed to each respondent individually. All applicable institutional and governmental regulations concerning the ethical use of human volunteers were followed. Encoded data were stored in accordance with current personal data protection regulations.

Measures. *Self-Report Passion Inventory (SRPI)* was created by researchers from the Passion Research Group at UMCS, Lublin, Poland (Byra et al., in press). It contains 9 statements representing three factors: 1) personal benefits of passion; 2) balancing passion with life; 3) the origin of passion. Responses are given on a five-point Likert scale, where 1 = definitely disagree and 5 = definitely agree. In this study, the scale demonstrated satisfactory psychometric properties, with Cronbach's alpha values ranging from .62 to .84. The decision to use the SRPI instead of the Passion Scale (Vallerand et al., 2003) was related to the need to examine the relationship between passion and its subjectively perceived benefits. In the SRPI, the "personal benefits of passion" factor covers the following areas of gain: a) psychological flow, b) sense of

freedom, c) meaningfulness, d) creativity, and e) personal development and growth.

The Brief Resilience Coping Scale (BRCS) by Vaughna Sinclair and Kenneth Wallston was used in the Polish version (Piórkowska et al., 2017). The scale consists of 4 items rated on a five-point Likert scale, where 1 = definitely does not describe me and 5 = definitely describes me. The scale measures resilience as a process. The Cronbach's alpha for this sample was .64.

Statistical data analysis. Data were analyzed using SPSS 29. Harman's single-factor test was used to assess the presence of common method bias in the measures. A correlation analysis was conducted to determine the relationship between resilience and passion. A stepwise regression analysis was then performed to examine the contribution of the independent variable (passion) in accounting for the dependent variable (resilience). Finally, using PROCESS in SPSS with 5000 bootstrap samples and a 95% confidence interval, we tested whether gender moderated the relationship between resilience and passion.

Results

Harman's single-factor test confirmed the absence of common method bias. All scale items were entered into an exploratory factor analysis and examined using an unrotated factor solution. If a single component explained less than 50% of the total variance, this indicated no common method bias. The test revealed one factor accounting for 23.36% of the total variance, confirming the lack of bias. Descriptive statistics for the analyzed variables and the correlations among them are presented in Table 1. To compare levels across the individual dimensions of passion, each participant's total score in each subscale was divided by the number of items in that subscale.

**Table 1. Correlations between passion and resilience
in the study sample (n = 579)**

Variables		<i>M (SD)</i>	Item (<i>M, SD</i>)	1	2	3	4
Passion	1. Resilience	50.33 (7.18)	-	-			
	2. Personal benefits of passion	22.14 (3.29)	4.43 (0.66)	.61**	-		
	3. The origin of passion	5.28 (2.20)	2.64 (1.10)	.27**	-.08*	-	
	4. Balancing passion with life	6.55 (1.60)	3.28 (0.80)	.44**	.23**	.01	

Source: own study; * $p < .05$; ** $p < .01$

Participants scored the highest on personal benefits of passion and the lowest on the origin of passion. Using the sten norms of resilience, three categories of results were distinguished—low, average, and high—among the surveyed students (Piórkowska et al., 2017). The largest group of students ($n = 245$; 42.42%) had a high level of resilience, about one-third ($n = 183$; 31.64%) had a low level, and 150 students (25.94%) showed an average level. All dimensions of passion were found to be positively correlated with resilience. The strongest association was observed between the personal benefits of passion and resilience.

The next stage of the analysis involved examining whether passion plays a predictive role in students' resilience. A stepwise regression analysis was performed (Table 2).

**Table 2. Results of the stepwise regression analysis explaining resilience
in the study sample (n = 579)**

Resilience Adjusted $R^2 = .56$, $F = 248.24$, $p < .001$					
Predictors	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
1. Personal benefits	1.22	0.06	0.42	19.77	.001
2. Balancing passion with life	1.42	0.13	0.32	11.16	.001
3. The origin of passion	1.02	0.09	0.31	11.33	.001

Source: Own study

The regression equation for resilience, including all dimensions of passion, accounts for 56% of the variance in this variable. Resilience was most strongly explained by the personal benefits of passion. Higher levels of personal benefits, balancing with life, and origin of passion were associated with higher levels of resilience.

In the next stage of the analysis, using the PROCESS macro for SPSS (version 3.5) and the bootstrapping method, the moderating role of gender in the relationship between passion and resilience was examined. Three moderation models were tested. The results are presented in Table 3.

Table 3. The magnitude and statistical significance of the effects of passion on resilience in the study sample (n = 579) – gender as a moderator

Variables		B	SE	t	p	LLCI	ULCI
Resilience	Constant	13.918	5.342	2.605	.009	3.426	24.410
	Personal benefits	1.556	.241	6.453	.001	1.083	2.030
	Gender	6.002	4.517	1.329	.184	-2.869	14.873
	Benefits x Gender	-.195	.205	-.949	.343	-.598	.209
Model 1: R ² = .38, F(.901) = 116.580, p < .001							
Resilience	Constant	34.498	3.414	10.105	.001	27.793	41.204
	Balancing passion with life	2.366	.486	4.868	.001	1.412	3.321
	Gender	2.509	2.877	.872	.384	-3.142	8.160
	Balancing passion with life x Gender	-.336	.402	-.835	.404	-1.125	.454
Model 2: R ² = .20, F(.697) = 47.326, p < .001							
Resilience	Constant	43.554	2.243	19.415	.001	39.148	47.960
	Origin of passion	1.028	.410	2.507	.012	.223	1.834
	Gender	1.828	1.815	1.007	.314	-1.737	5.392
	Origin x Gender	-.125	.338	-.370	.712	-.787	.538
Model 3: R ² = .08, F(15.845) = .137, p < .001							

Source: Own study

All models were found to be significant and accounted for 8–38% of the variance in resilience among respondents. None of the models revealed a moderating role of gender.

Discussion

The results confirmed the predictive role of passion for resilience in students. Significant positive correlations were found between passion and resilience, and all dimensions of passion predicted resilience. The factor “personal benefits of passion” was a strong predictor of the variance in resilience in the study group. The relationship was not moderated by gender. Students’ resilience levels increased as their levels of balancing passion with life increased. This is consistent with earlier results presented in the literature on the role of harmonious and obsessive passion in resilience and well-being (Vallerand et al., 2022; Paquette et al., 2023).

The results of the study complement existing knowledge by empirically demonstrating the substantial contribution of passion in explaining variability in resilience among students. An added value of the study lies in the use of a new instrument for assessing passion, the SRPI, which makes it possible to examine dimensions of passion not analyzed in previous studies, such as the personal benefits of passion and the origin of passion. It is also worth noting that earlier findings on the negative role of obsessive passion in resilience were likewise confirmed, as shown by the association between low resilience and passion that is poorly balanced with life, which is characteristic of obsessive passion (Vallerand, 2015; 2022).

The personal benefits of passion appear particularly important in the context of the relationship between passion and resilience. Awareness of the subjective benefits of passion, such as experiencing flow, a sense of freedom, the meaningfulness of passionate activities, personal growth, and creativity, was positively correlated with resilience. Although these findings are new and require further research, they may have the potential to encourage young people (including students) to develop their passions (e.g., a passion for studying; Mudło-Głagolska & Larionow, 2023).

The SRPI dimension “the origin of passion” correlated weakly with resilience, which confirms the intuitive belief that the source of a passion is not particularly important for its development or its connection to resilience. In the moderation analysis, gender did not prove to be a moderator of the main relationship between passion and resilience. This may be explained by the universal nature of passionate activities, which appear to contribute similarly to resilience and well-being regardless of gender. As the study results indicated, the subjective perception of the benefits of passion was far more important.

Limitations and further research

The number of female participants greatly exceeded the number of male participants; therefore, the generalizability of the results is limited. A larger male student sample would be beneficial for future research. The present study examined passion as a factor. Although important, passion alone is not sufficient to fully explain resilience. Future studies should therefore investigate additional variables, such as students’ well-being, academic performance, types of passionate activities, self-esteem, and others. Because the research was conducted with university students, who are not directly affected by school–family partnerships, the findings must be interpreted with caution. Conducting similar research among primary school students, who are much more influenced by this type of partnership, would be advisable.

Conclusion

The results obtained on the role of passion in students’ resilience may lead to several practical considerations, such as (1) better understanding the connection between passion and resilience; (2) developing support strategies for students based on this relationship; and (3) designing student support programs that take into account the importance of passion,

resilience, and their interrelations, especially at younger ages and earlier stages of education. Such activities may strengthen the partnership between families and schools and could become a useful tool in this area.

It is important to emphasize that, in this study, the research findings on the relationship between passion and resilience were treated as an indication of the importance of this connection and its potential use in building partnerships between schools and families at earlier stages of education. Although the study did not focus on primary or secondary school students, passion and resilience are areas that can be developed early in life, and both schools and families can play a significant role in this process.

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