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Self-Report Passion in Students – An Attempt to Measure

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Abstract

The paper focuses on measuring the subjective perception of passion and its main characteristics in university students. The article presents an innovative tool for measuring the subjective perception of passion and its main characteristics in university students. It proposes a tool – Self-Report Passion Inventory (SRPI). SRPI is based on the definition of passion as strong inclination toward an activity that people like (or even love), that they find important, and in which they invest considerable time and Energy. The tool includes two parts, the first one is used to qualitatively characterize the subject's passionate activity, the second one is used to analyze passion in three dimensions: personal benefits of passion, origin of passion, balancing passion with life. The obtained results are promising, although they also revealed weaknesses

of the proposed measurement. It is necessary to continue research and more advanced analyses, mainly checking the stability and validity of this tool.

Keywords: passion, measurement, inventory, self-report, validation.

Introduction

Passion as a construct has been described in reports for more than two decades. In general, passion is defined as a strong inclination toward an activity that people like (or even love), that they find important, and in which they invest considerable time and energy (Vallerand, 2015). It is something more than just mere interest (Marsh et al., 2013). Passion as a force driving people to engage in specific activities is usually analysed in the context of motivation. A passionate activity makes an important area of one's functioning and it often becomes internalised into one's identity (Vallerand, 2012b; 2015). What makes a person passionately engaged in a specific activity not merely a "someone dancing in an ensemble" but also a "dancer". Being passionate about something enables one to persist in the pursuit of the activity even in the face of difficulties and encountered hindrances (Vallerand et al., 2007).

The concept of passion has some ties with other concepts such as flow, talent-related activities, well-developed interest, and intrinsic and extrinsic motivation. However, despite sharing some conceptual similarities, the scope and function of passion differ from them significantly (Vallerand, 2008). There are a number of processes involved in the development of passion for an activity that together ultimately come to define it: a) selection of the activity is based on the fact that it is preferred over other activities, it complies with personal interests of the person and reflects his or her actual need. Passion emerges in the context of a specific activity, as opposed to generalised passion for everything or anything. Usually, it is an activity that allows the person to satisfy their basic psychological needs. Passion is not a trait but it is relationship-specific: person-activity; b) loving an activity, being fascinated by it, which ensures persistence and continued pursuit despite experienced inconveniences; c) valuation of the activity expressed in giving subjective meaning to a given activity. Passion is developed only towards an activity that is meaningful and valuable for the person. Valuation of the activity may be perceived as intensity

dimension serving as the basis for internalisation of activities and development of passion; d) internalisation of the activity as a constitutional component of the person's identity. Passionate activity comes to be so self-defining that it represents the central part of one's identity, however to the extent to which the activity is interesting and highly valued by the person. Development of passion is a function of the interaction between activity, environment and the person. A given activity is more likely to become passionate, if it allows the person to satisfy his or her psychological needs in a specific environment. An inherent element of passion is its high level of psychological well-being, motivation to make an effort and persistence during engagement in the activity, but also quite often following activity engagement (Curran et al., 2015; Vallerand, 2015; 2008).

Vallerand and his colleagues (2003) developed a model of passion and a scale to measure it. The Dualistic Model of Passion (DMP) distinguishes between two distinct types of passion: harmonious passion (HP), staying in harmony with other life activities, and obsessive passion (OP), disturbing the harmony by neglecting other activities when engaging in the passionate activity (Vallerand, 2008; 2012a; 2015). Passion for activity as a driving force can be described based on motivational deliberations in line with the self-determination theory (Deci & Ryan, 2000; Vallerand & Ratelle, 2002). According to its authors, people engage in various activities in the hope of satisfying three psychological needs: of autonomy, competence and relatedness (Deci & Ryan, 2002). The need for autonomy entails pursuing freedom and liberty, the sense of self-determination and the feeling of being causal agents of one's own life, expressed in the sense of personal initiative (Deci & Ryan, 2000; Vallerand & Ratelle, 2002). The need for competence refers to the sense of controlling the outcomes and fulfilment of meaning-making. The need for relatedness involves the willingness to establish and maintain social bonds, experiencing joy from having close relationships with other people (Deci & Ryan, 2000; 2002). Once the searching is over, some activities become more attractive for the person, he or she likes to engage in them in their time off education or work, invests more and more time and energy, he or she finds them important and after some time they become a liking and later a passion (Vallerand et al., 2003; Kunat, 2015).

The Dualistic Model of Passion (DMP) includes harmonious passion that stays in harmony with other activities in life (education, work, social roles, responsibilities) (Marsh et al., 2013; Vallerand, 2015). This type of passion involves an autonomous internalisation of the activity into the person's identity; it results from the need to act. People pursuing harmonious passion control time and energy invested in its pursuit (Vallerand, 2012a). They are neither overpowered nor overwhelmed by it. As it stays in harmony with other life activities, it is enjoyable and involves pleasant emotions and experiences. As opposed to harmonious passion, obsessive passion may lead to negative experiences, for it originates from the intra and/or interpersonal pressure to partake in the activity (Vallerand & Ratelle, 2002). The driving force of obsessive passion is the uncontrollable urge to act in a given area, without considering effects of excessive engagement of energy and time in a given activity. Obsessive passion is related with the growing engagement, spending more and more time, investing effort and energy in an activity that takes control over the person to such an extent that he or she is unable to discontinue the activity or disengage from pursuing it (Vallerand et al., 2003). Consequently, this leads to neglecting other areas of life, lower well-being, deprivation of physiological needs (of food, rest, sleep). The outcomes of obsessive passion may include emaciation and health problems (Vallerand et al., 2021). This type of passion may be analysed in terms of behavioural addiction (Kunat, 2015).

In to date verifications of the outcomes of passion (most often analysed with reference to DMP), quantitative analyses have prevailed. Qualitative analyses however, have also provided interesting findings, primarily showing specific functions of a passionate activity. For instance, Halonen and Lomas (2014) using semi-structured interviews, revealed an additional approach to understanding passion: a passionate way of being, with passion located in the individual rather than in the specific activity involving two basic components: having a purpose and being authentic. Passion is therefore treated as a way of being or personality trait of an individual, and not as a strong inclination to engage in a specific activity, as it is outlined in Vallerand's DMP. Halonen and Lomas (2014) adhering to assumptions of the self-determination theory (Deci & Ryan, 2000) have proposed a passion spiral concept full of passionate way of being which assumes its development and the resulting benefits over life span, not conditioning the benefits on a single specific activ-

ity. The motivational drivers behind a passionate way of being were desire to have a positive impact, drive to learn and grow, the sense of value and being valued and the sense of belonging. A passionate way of being leads to subjective well-being, feeling energised and a sense of freedom. The anticipated negative outcomes of this way of being were associated with its domination in life leading to losing control, obsessing over goals and wanting to escape from other life activities which may be developing for an individual.

Measurement of passion

Research literature includes reports on tools designed to measure passion (Marsh et al., 2013; Sigmundsson et al., 2020). The review of study results revealed that one of them has been used most frequently: The Passion Scale (Marsh et al., 2013), measuring levels of harmonious and obsessive passion (Vallerand, 2008; 2012a; 2015). The scale has been translated and adapted to a number of languages, including Spanish (Orgambidez-Ramos et al., 2014), Portuguese (Concalves et al., 2014), Chinese (Zhao et al., 2015) and Polish (Mudło-Głagolska et al., 2019). Recent research reports have mentioned a new 8-item Passion Scale (Sigmundsson et al., 2020) which according to its authors however, is more focused on measuring the level of achievement and success related with the pursued passion rather than the nature of passion. Scales measuring passion for work have also been developed (Chen et al., 2020; Smith et al., 2022). The review of research findings has pointed to the use of the Passion Scale in studying people engaged in different passionate activities, including those related to sports, art and Internet.

Research findings on passion have revealed numerous new empirical findings which have been considered while designing SRPI. This tool complements the currently available passion measuring methods. Its items provide information on, among others: characteristics of passion (Vallerand et al., 2003; 2008; 2015), its functions (Vallerand, 2012a; Halonen & Lomas, 2014; Rahimi et al., 2023) sources, ways of developing a passionate activity, environments supporting passion development (Mageau et al., 2009; Halonen & Lomas, 2014; Kunat, 2015), types, current engagement in a passionate activity (Vallerand & Ratelle, 2002; Vallerand et al., 2003; Carbonneau et al., 2010; Vallerand et al., 2021). The starting point for developing the

tool presented in the paper was the search for possibilities of measuring its important elements, established by the current research findings with particular focus on benefits derived by the person from pursuing the passionate activity, ways of its development and current harmony with other life activities (Vallerand et al., 2003; Vallerand, 2015). The scale was developed by the Passion Research Group at The Maria Curie-Sklodowska University in Lublin, Poland.

The measure presented in this paper, referred to as Self-Report Passion Inventory (SRPI), has been based on the following assumptions: a) a person pursuing a passionate activity perceives its characteristics in a self-specific manner, recognises the way it was developed (personally-induced, as a result of personal search versus socially-induced – the effect of being infected by other people's passion); b) a person having a passion evaluates personal benefits of pursuing it in a reflective manner; c) since the person pursuing a passionate activity, depending on different internal and external factors, may engage to a different extent in the activity, he or she may indicate the current extent to which the activity is in harmony with other activities in their life.

SRPI measures the subjective perception of passion according to three dimensions resulting from the adopted assumptions: Benefits of pursuing a passionate activity (including experiencing the sense of freedom, meaning in life, feeling energised (Halonen & Lomas, 2014; Vallerand, 2015), inspiration and growth (Kunat, 2015); Way of developing passion (personally induced – self-reliant search for a passionate activity (Kunat, 2015; Vallerand, 2015); social orientation: development of passion inspired by other people (Marsh et al., 2013; Vallerand et al., 2021); Harmony of passion with other life aspects, determination of the current level of harmony of the passionate activity with other life activities as a complementation of the previous dual identification of the types of passion, in line with DMP – harmonious and obsessive (Vallerand et al., 2003; 2015). SRPI also includes an introductory section allowing to collect the basic information about a passionate activity of the respondent, including the level of criterion elements of passion (in line with DMP, Vallerand, 2008; 2012b; 2015). SRPI is a self-report measure designed for adults, to induce reflection on the currently pursued passionate activity.

Testing psychometric properties of SRPI

Self-Report Passion Inventory was checked in a pilot study, and subsequently in the proper research the purpose of which was to determine psychometric properties of the scale: internal consistency, reliability and validity. Based on the literature, 33 statements relating to the characteristics of passion were identified, and then, with the participation of competent judges (9 educators and 1 psychologist), 19 of the most relevant items were selected. The pilot study focused primarily on analysing the comprehensibility of particular items by the respondents, as well as the obtained results in the context of the evaluation scale used.

Participants in the pilot study were 120 university students, including 115 females (95.8%). Mean age of the respondents was 24.08 years ($SD=4.38$). Vast majority of participants lived in a city (72 – 60%). As far as the marital status in concerned, 33 – 27.5% of participants were single, 33 – 27.5% of participants were in a formal relationship, 54 – 45.0% were in a non-formal relationship. More than half of the participants had a job (64 – 53.3%). The respondents using a scale from 1 to 5, where 1 – hardly satisfactory, and 5 – highly satisfactory assessed their economic situation as average ($M=3.37$; $SD=0.82$). Second year students pursuing a second-cycle programme prevailed in the study group. Analysis of the results of the pilot study made authors resign from item 19, which was assessed as weakly related to the remaining passion characteristics.

In the proper study, psychometric properties of the 18-item Self-Report Passion Inventory (SRPI) were tested, such as: reliability, internal consistency and validity. Participants were 1851 university students receiving education at public higher education institutions. The respondents included 1412 women (76.3%), 414 men (22.4%) and other genders (25 – 1.4%). Mean age of the respondents was 22.79 years ($SD = 4.49$). Majority of participants reported a city as their permanent place of residence (1222 – 66%). 860 respondents declared to be single (47.0%); 835 to stay in a non-formal relationship (45.1%), and 146 in a formal relationship (146 – 7.9%). More than half of the respondents (960 – 51.9%) did not have a job. Students pursuing full-time programmes prevailed.

The scale consists of two parts. Items found in part one were designed to provide quantitative and qualitative identification of the basic passion char-

acteristics. These include: 1. I have a passion (yes, no); 2. My passion is ... 3. I have pursued my passion for ... years; 4. If I could afford it, my next passion would be ...; 5. I am fascinated by the passionate activity I pursue; 6. I value my passion very highly; 7. I invest considerable energy in my passion; 8. I engage in my passion for an average of ... hours a week. 9. I pursue my passion despite: a) time constraints; b) financial limitations; c) health restrictions; d) other limitations (what kind?); e) absence of abilities. Items 5, 6, 7 and 9 are measured using a 5-point scale (1 – I definitely disagree; 2 – I rather disagree; 3 – I neither agree nor disagree; 4 – I rather agree; 5 – I definitely agree). The second part of the scale includes items determining the subjective perception of the passion pursued by the respondent. It consists of 9 items also measured using a 5-point scale (1 – I strongly disagree, 2 – I somewhat disagree; 3 – I neither agree nor disagree; 4 – I somewhat agree; 5 – I strongly disagree). Part two was tested for its psychometric properties. In the zero point, internal consistency was determined with the use of a factor analysis. Factor selection criteria considered eigenvalues, scree plot, and Varimax with Kaiser Normalisation rotation method was used. Conditions of conducting the factor analysis have been investigated, obtained results justified its use ($KMO=0.861$; Bartlett's test of sphericity, $\chi^2 = 2656.95$, $df=66$, $p<0.05$). Based on eigenvalues greater than one (Table 1), 3 factors were generated which in total accounted for 60.86% of the variance.

Table 1. Eigenvalues and percent of the variance accounted for

Factor	Eigenvalue	% of the variance accounted for	% accumulated
1	3.09	34.30	34.30
2	1.34	14.83	49.13
3	1.06	11.74	60.86

Source: Own research.

Results of the factor analysis revealed a 3-factor structure of the Self-Report Passion Inventory. The factors were generated by items that in theory had been ascribed to three dimensions: Personal benefits of pursuing a passion; Source of passion and Harmony of passion with other life aspects. Fac-

tor loading values of specific items were generally high and amounted to 0.628 and more (Table 2).

Table 2. Components/factors and factor loading values: results of exploratory factor analysis – a 3-factor model of SRPI

Item	Factor I	Factor II	Factor III
My passion began with my independent search	-0.189	0.780	0.076
I got my passion from others	0.085	0.829	0.041
My passion gives me wings	0.786	0.057	0.064
My passion gives me the sense of freedom	0.768	0.005	0.075
My passion gives me the sense of meaning in life	0.809	-0.011	-0.017
My passion drives me to develop	0.784	-0.051	0.069
My passion gives me creative inspiration	0.654	-0.186	-0.019
My passion is balanced with other activities	0.272	0.051	0.628
I sometimes neglect other activities because of my passion	-0.173	-0.083	0.814

Sources: Own research.

Factor one: **Personal benefits of passion** cover 5 items and accounts for 34.30% of the variance: *My passion gives me wings; My passion gives me the sense of freedom; My passion gives me the sense of meaning in life; My passion drives me to develop; My passion gives me creative inspiration.*

Factor two: **The origin of passion** covers 2 items: *My passion began with my independent search* and *I got my passion from others*. This factor accounts for 14.83% of results variance.

Factor three: **Balancing passion with life** also covers 2 items: *My passion is balanced with other activities* and *I sometimes neglect other activities because of my passion*, account for 11.74% of variance of the results.

In the next step, reliability of the scale was measured using Cronbach's alpha. The obtained results were satisfactory: 0.65 (Subscale: Personal benefits of passion); 0.76 (Subscale: Origin of passion); 0.71 (Subscale: Balancing passion with life).

In order to check the validity of the established 3-factor structure of SRPI, confirmatory analysis was run. Satisfactory adequacy of the fit of the model were obtained: $\chi^2 = 356,09$; $df = 57$; $p < 0.403$; RMSEA = 0.083; GFI = 0.952; CFI: 0.944. Results of the confirmatory analysis confirmed validity of selecting 4 dimensions of passion, therefore the 3-factor structure of the scale should be considered empirically based.

Theoretical validity was measured based on SRPI correlations with another questionnaire measuring two types of passion: harmonious and obsessive. It was expected that the scores for Subscales: *Personal benefits of passion* and *Balancing passion with life* will be positively related to harmonious passion and negatively related to obsessive passion.

In the study 504 university students participated (mean age: $M = 23.45$; $SD = 5.67$), completing the Self-Report Passion Inventory (SRPI) and the Passion Scale/PS (Marsh et al., 2013; Polish adaptation: Mudło-Głagolska et al., 2019). PS is a 12-item tool measuring two types of passion: harmonious (HP) and obsessive (OP). Respondents rate the items using a 7-point scale, where 1 means I strongly disagree and 7 – I strongly agree. Reliability coefficients in the sample are satisfactory and they are: HP: Cronbach's $\alpha = 0.80$; OP: Cronbach's $\alpha = 0.77$. Obtained results show that the scores for Subscale: Personal benefits of passion are positively related to harmonious passion and (although this correlation is weaker) with obsessive passion. On the other hand, scores for Subscale: Balancing passion with life is positively related (although weakly) to harmonious passion, whereas negatively to obsessive passion. No correlations were found to exist between the scores of Subscales: Origin of passion, and Balancing passion with life.

Table 3. Correlations between scores of the Self-Report Passion Inventory (SRPI) and Passion Scale (SP) scores (n=504)

	Harmonious passion	Obsessive passion
Personal benefits of passion	0.39**	0.19**
Origin of passion	-0.01	-0.03
Balancing passion with life	0.18**	-0.22**

Note: * $p < 0.05$; ** $p < 0.01$

Sources: Own research.

Criterion validity of SRPI was determined based on relations between the scores and the variables, which theoretically should be related to pursuing a passion and recognising its beneficial outcomes. It was expected that the scores for SRPI Subscales: *Personal benefits of passion* and *Balancing passion with life* will be positively related to psychological well-being, satisfaction in life and flourishing.

Psychological Well-Being Scale (PWBS) (Ryff; Polish adaptation: Karaś, Ciecuch, 2017) measures eudaimonic well-being. The abbreviated version consists of 18 items rated on a 6-point scale, where 1 means I definitely disagree, and 6 – I definitely agree. The higher the score, the higher the respondent's level of psychological well-being. Reliability coefficients for particular subscales range from 0.70 to 0.87 and with regard to the total score, Cronbach's α is 0.82.

The Satisfaction with Life Scale (SLS) (Diener et al., 1985; Polish adaptation: Juczyński, 2012) measures the general level of one's satisfaction with life. Respondents rate 5 items using a 7-point scale, where 1 means "I completely disagree", and 6 – "I completely agree". The higher the score, the higher the level of satisfaction with life. Reliability coefficient (Cronbach's α) in this group was 0.87.

Flourishing Scale (FS) (Diener et al., 2010; Polish version: Ł. Kaczmarek, 2016) measures the level of self-perceived success, flourishing in some significant areas of life, such as: relationships, self-esteem, purpose and optimism. It consists of 8 items. Respondents indicate to what extent they agree or disagree using a 7-point scale, where 1 means I strongly disagree, and 7 – I strongly agree. The higher the score, the higher respondents' self-perception of their life as successful. Reliability coefficient (Cronbach's α) in this group was 0.91.

While checking SRPI's validity, we verified the following hypotheses:

H1: Subscale scores for: *Personal benefits of passion* and *Balancing passion with life* are positively related to psychological well-being;

H2: Subscale scores for: *Personal benefits of passion* and *Balancing passion with life* are positively related to satisfaction with life;

H3: Subscale scores for: *Personal benefits of passion* and *Balancing passion with life* are positively related to flourishing.

Pearson coefficients, and obtained results are presented in Table 3.

Table 4. Correlations between Self-Report Passion Inventory (SRPI) scores and criterion variables: psychological well-being, satisfaction with life and flourishing (n=504)

	Psychological well-being	Satisfaction with life	Flourishing
Personal benefits of passion	0.24**	0.12*	0.24**
Origin of passion	-0.01	-0.11*	-0.07
Balancing passion with life	0.15**	0.12**	0.13**

Note: *p<0.05; **p<0.01

Sources: Own research.

As it was expected, positive (although weak) correlations were confirmed between the Subscale score: Personal benefits of passion and psychological well-being, satisfaction with life and flourishing. Similarly, in compliance with the expectations, positive (and also weak) correlations were found between the Subscale score: Balancing passion with life and psychological well-being, satisfaction with life and flourishing. It is worth noticing however, that in the sample the weakest relationship was revealed between perceiving personal benefits of passion and balancing passion with life and satisfaction with life. In addition, it was found that the way acquired of passion and satisfaction with life were negatively related. This means that higher satisfaction with life is related to a passion developed by a respondent as a result of his or her own quests.

Discussion

Self-Report Passion Inventory (SRPI) is made of three subscales: Personal benefits of passion, Origin of passion and Balancing passion with life. The literature abounds in references to results of research using the Vallerand's DMP (Vallerand et al., 2003; Vallerand 2010; Vallerand, 2015). The presented scale draws attention to areas which have not been particularly strongly highlighted in the general approach to passion. The existing research investigated relationships between different variables, including subjective correlates, with harmonious and obsessive passion.

Personal benefits of passion were positively related to both harmonious and obsessive passion. The latter correlation however, is weaker. It should be noted that harmonious passion helps to release energy in the sense of freedom and meaning in life in stimulation to growth and creativity should be pointed out, favours such activity. Obsessive passion involves barriers (Curran et al., 2015). If a person externally/internally forced to engage in such a passionate activity feels the pressure of passion, he or she cannot e.g. experience autonomy (Mageau et al., 2009). Vallerand (2012b) refers to the studies conducted over the last three decades in search of motivational processes related to meaningful life. He considers passion to engage in life activities (dualistic model of passion) as a psychological resource likely to bring about beneficial outcomes in the functioning of people. Passion may have positive impact on numerous factors found significant according to positive psychology, such as flow, positive emotions, psychological well-being, physical health, relationships, performance (Vallerand 2010; Sverdlík et al., 2021). This study confirmed the positive relation of: Personal benefits of passion dimension with psychological well-being and flourishing, and positive (although weaker) relation to satisfaction with life. Perceiving higher benefits of passion was related to higher psychological well-being and higher levels of life satisfaction. Similar results were obtained in previous studies investigating the relationship between harmonious passion with the sense of psychological well-being (Carpentier et al., 2012; Curran et al., 2015), as well as with life satisfaction (Lafrenière et al., 2012; Lafrenière et al., 2013; Senseng & Phelps, 2013).

Results of the second SRPI subscale: Origin of passion determines to what extent the pursued passionate activity results from the personal quest, and to what extent it was inspired by others. The results of our study show that this dimension of perceiving passion is not significantly related to harmonious or obsessive passion. It is, however, negatively related (although weakly) to satisfaction with life. This means that a higher level of satisfaction with life is associated with a more individual-specific way of developing a passion and personal quest, rather than with inspiration by other people pursuing passionate activities. Such conclusion however, is not possible at the current stage of research and needs to be confirmed by subsequent studies. Previous studies have focused on determining the meaning of environmental factors in the development of passion. It was found e.g., that encouragement or criti-

cism of the parents may be the cause of developing an obsessive passion by their children (Rousseau et al., 2002); on the other hand, autonomy support enhancing free selection of the activity which may develop into passion may lead to harmonious passion (Mageau et al., 2009; Vallerand, 2015).

SRPI subscale: Balancing passion with life most closely approximates the assumptions of Vallerand's dualistic model of passion, although its meaning is not identical. Similar outcomes of the pursued activity may be observed, however. The higher the current level balancing passion with life, the stronger the relationship with harmonious passion. Going further, this correlation translates into the relationship with the studied psychological well-being, satisfaction with life and flourishing. The existence of a positive relationship of harmonious passion with these constructs is often referred to in the literature (Froh et al., 2010; Curran et al., 2015; Lalande et al., 2017; St-Louis et al., 2018). Passion for music for example, is a significant element of accounting for musicians' well-being. In this case, persistent engagement in a harmonious passion reduces the music-related anxiety and improves musicians' satisfaction with life, the sense of mental growth and mastery (Bonneville-Roussy & Vallerand, 2020).

To sum up, Self-Report Passion Inventory (SRPI) consists of two parts, each of which having a clearly specified purpose. Information obtained in part one provides preliminary idea of how one perceives the characteristics of a passionate activity he or she pursues. Part two on the other hand, is focused on determining the level of self-perceived benefits of pursuing a passion, the way it is developed (personally or socially-induced) and the current level of balancing passion with life.

Advantages and limitations of Self-Report Passion Inventory (SRPI) – reasons for continuing research

Works on the construction and validation of the SRPI measure were inspired by previous research on passion in the field of positive psychology, in particular the psychology of passion by Robert Vallerand. The inventory developed by the Passion Research Group providing reflection on particular dimensions of a passionate activity pursued by the respondent makes an attempt to describe the passion phenomenon from the educational perspec-

tive. As reported by scientists of the European Commission's Joint Research Centre (JRC) being science, education and knowledge service, the twenty-first century education shifts towards development of non-cognitive competences (resilience, creativity, active social participation). Education should be perceived as self-fulfilment and self-satisfaction (Donlevy et al., 2019). SRPI highlights the perceived personal benefits of pursuing a passion, which may be treated as objectives of education according to modern approach, as one of dimensions of passion. Future research should explore other dimensions of perceived passion in the context of educational and socialization processes.

Due to inclusion of elements of a qualitative analysis in part one of SRPI, this scale not only allows to identify passionate and non-passionate individuals, but also to induce a more in-depth reflection by respondents on the passionate activity they pursue. In addition, respondents have an opportunity to analyse their passion in terms of their definition-based indicators – persistent pursuit, engagement, personal value, fascination. Reflection on passion is also induced by classification of one's passionate activity in one of 9 categories according to typology proposed by Paquette et al. (2023). Subjects also have an opportunity to indicate an alternative passion ("If I could afford it, my next passion would be ...") and to evaluate the level of determination in the pursuit of their passion despite various limitations (time constraints, health restrictions ...).

In part two of the scale, the selected dimensions draw attention to the personal benefits of pursuing a passion, sources of passion and its current harmony with other aspects of daily life. As much as other sources of passion reflecting the way the passion was developed (personally or socially-induced) are of informational nature for researchers, benefits from pursuing a passion and its harmony with other life aspects may be analysed in terms of its educational value. Subjective perception of the benefits – freedom, growth, the flow experience, the sense of meaning, may be comprehended in the context of the 21st century educational objectives. Determination of the current harmony of pursuing a passion with other life activities is an alternative to the dualistic model of passion (DMP) proposing two distinct types of passion: harmonious and obsessive.

The SRPI was tested for its basic psychometric properties in a group of students. Further studies with randomized selection of subjects to the sam-

ple are necessary. It is important to re-examine the validity (convergent and criterion) due to the relatively low correlation coefficients between the ISP scores and other included measures revealed in these studies.

Research of university students with the use of SRPI may be provide self-reflection on passion, its object, origin, way it was developed, advantages for education, growth, well-being, fulfilment of future life roles. Awareness of balancing passion with education, work, private life, family and social life is very important. Passions pursued by students have also been of interest to their home HEIs – balance of passion and perceived benefits from passion may be significant for their health, and consequently, successful academic activity (Bureau et al., 2017).

Study limitations may include difficulties related with evaluation of activities declared in SPRI as passionate activities, which according to common belief function as daily life activities, such as e.g. childcare, watching TV, meal preparation. Although the inventory can determine the level of passion characteristics referred to as criterion qualities (Vallerand et al., 2003; Vallerand, 2015), the obtained self-reported information runs the risk of some distortion resulting from the applied method. We have also observed other shortcomings of the presented tool. We would like to pay attention to a slightly different method of measuring personal benefits of passion, rated with the use of 5 items, which allows to determine the perceived level of these benefits. On the other hand, as regards the way passion was developed (individually induced – socially induced) and harmony (no harmony with other life activities – harmony kept), they are measured using two items and take the form of a specific continuum. This measurement complies with our assumptions and reflects the research idea of this approach to both types of passion. Nevertheless, we are aware of some interpretation difficulties, related to the assumed measuring method.

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