

CHARISMATIC LEADERSHIP AS A CATALYST FOR IMPROVING TEACHER'S EDUCATIONAL PRACTICE AND STUDENTS LEARNING

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ABSTRACT

This study investigated the role of charismatic leadership in shaping teachers' educational practices and students' learning outcomes in universities of Sargodha District. The objectives were to examine how charismatic leadership traits of school principals influence teachers' instructional strategies, analyze the relationship between such leadership and student outcomes, and identify mediating factors between leadership and achievement using a purposive sample of 200 participants (40 heads of departments and 160 students) from three universities, data were collected through validated survey questionnaires. Instruments were tested for validity via expert review and reliability using Cornbrash's alpha (≥ 0.80). Findings revealed strong positive correlations between charismatic leadership, teachers' practices, and students' learning, with regression analysis showing leadership explained 90% of the variance in teaching practices and 86% in student learning outcomes. Gender differences favored female teachers, while locality, marital status, and years of service showed no significant variation. The study concludes that charismatic leadership is a critical factor in fostering effective pedagogy and academic success. A major recommendation is that educational institutions and policymakers should prioritize leadership development programs emphasizing charisma, vision, and relational skills to enhance teaching effectiveness and student performance sustainably.

I. INTRODUCTION

The charismatic leadership, while widely acknowledged in corporate and political arenas, has not been sufficiently explored within educational settings despite its potential to transform teaching practices and student outcomes. The modern day schools are under pressure to be innovative, active and excel at a higher level and so leadership that goes beyond its administrative function to inspire and drive both the teachers and students (Gunawan & Adha, 2021). The researcher hopes to fill in a much-needed research gap in the study of the subject by considering one of the key aspects of education research, namely the transfer of the vision, inspiration, and emotional appeal of the charismatic leaders into effective classroom activities and student learning. This decision is also informed by the practical value of providing school leaders with those strategies that do not only enhance teacher commitment and pedagogy but also promote the development of positive school culture in which students would perform well both academically and socially (Alhamad & Baadhem, 2024; Hazzam & Wilkins, 2023).

Theoretical Framework

The development of the charismatic leadership literature regarding the educational practice, relying upon the latest and the most topical academic sources that can be found, proves that an increasing number of people are aware of the degree of influence that charismatic leadership has on the procedure of teaching and on the outcomes of learning in students (DeGroot et al., 2000). The existence of a charismatic leadership with its capacity

to convey a vision, personal appeal, and inspirational communication leaves a trace on the school climate, increasing the degree of professional dedication among teachers and improving student engagement. Such type of leadership may even result in empowerment of educators by altering the approaches to education by modifying their pedagogy to fit the overall institutional goals, therefore creating the climate where subsequent growth and reflexive pedagogy is feasible (Ozgenel, 2020). Another area of focus of research is indirect, though important, influence of charismatic leaders on student achievement, through teacher motivation and morale. Teachers working under charismatic leaders are more likely to adopt new methods of teaching, they are more receptive to change and experience stronger job satisfaction (Goodboy & Bolkan, 2011; Yildirim et al., 2020).

Such leaders are high-expectation role models whose culture of trust is translated into quality instruction and ultimately improved academic performance and classroom behaviour of students. Also, studies have shown that charismatic leadership is linked to the culture of collaborative learning, where the professional learning communities are working, and pedagogical dialogue and support are a new practice. Contextual dependencies and limitations are also realised, however, in literature. The charismatic leadership is not universally effective, and its influence on the teachers varies depending on the organizational structure and the independence of teachers and socio-cultural conditions. Other researchers caution about excessive reliance on the personal attractiveness of a leader as disruptive to distributed leadership or assassinating teacher agency. Thus, even though charismatic leadership is a potential source of change, it might not last long unless it is complemented with structural support and participatory school's governance. Therefore, the current study is based on the investigation of the charismatic leadership to realize long term educational impacts (Agustian et al., 2025; Rios, 2010). The objectives of the study are given below;

1. To examine how charismatic leadership traits in school principals influence teachers' instructional strategies, classroom management, and pedagogical innovation.
2. To analyse the relationship between charismatic leadership practices and measurable student learning outcomes, including academic performance, engagement, and motivation.

II. METHOD

The study is a survey research that examines the role played by charismatic leadership in the educational practice of teachers and learning outcome of students. The research design was survey and method was quantitative, which would reach out to teachers and students in the selected schools and assesses the perception on the leadership practices, teaching strategies, and measures of academic achievement. To inform the choice of patterns and relationships, purposive sampling strategy was employed to select schools characterized by good leadership performance and statistical correlation was used to analyze the data. Such design allows getting a complete picture of the effect of charismatic leaders in the educational setting.

Participants

For the data collection, teachers and students from the universities of district Sargodha were chosen. Data was collected using standardized questionnaires after taking informed consent from all participants. The researcher used a survey approach to collect the data. Purposive sampling technique was used to select the sample and collect data from teachers and students. About 200 participants (40 head of departments and 160 students) and from three universities of district Sargodha were the sample of study.

Measures

To investigate charismatic leadership in shaping teachers' educational practices and students' learning outcomes, this study utilized a survey research design incorporating quantitative instruments. A structured survey questionnaire was administered to teachers and students to assess perceptions of charismatic leadership traits (e.g., inspiration, vision, and emotional appeal), their influence on teaching strategies, and perceived learning outcomes. The survey used Likert-scale items adapted from validated leadership and educational effectiveness instruments.

Procedure

The quantitative data analysis plan of the study on the charismatic leadership as a way of influencing the teacher educational practices and student learning outcomes was requiring both descriptive and inferential statistics. The responses of the participants regarding charismatic leadership traits, teaching practices, and learning outcomes of students were summarized using descriptive statistics (mean, standard deviation, frequency, and percentage). Pearson correlation was utilized to test relationships and impacts by analysing the relationship between charismatic leadership and educational practices and the multiple regression analysis was used to establish the predictive power of charismatic leadership on student outcomes. Additionally, independent samples t-tests and ANOVA were applied to explore differences across demographic groups (e.g., years of teaching experience, school type). All analyses were conducted using statistical software such as SPSS or R, with significance set at $p < 0.05$.

III. RESULTS

Table 1: Psychometric Properties of Charismatic Leadership, Teachers' Educational Practice and Students' Learning

Scales	SD	M	Range	α
Charismatic Leadership	23.97	5.04	09-30	.80
Teachers' Educational Practice	24.14	5.03	09-34	.82
Students Learning	24.03	5.16	09-35	.90

Table 1 reports descriptive statistics and reliability coefficients for the main scales. Charismatic leadership had a mean score of 23.97 (SD = 5.04) with high reliability ($\alpha = .80$). Teachers' educational practice had a mean of 24.14 (SD = 5.03) and $\alpha = .82$. Students' learning showed a mean of 24.03 (SD = 5.16) with excellent reliability ($\alpha = .90$), confirming strong internal consistency across all measure.

Table 2: Bivariate Correlation between Charismatic Leadership, Teachers' Educational Practice and Students' Learning

Variables	1	2	3
1. Charismatic Leadership	--	.54**	.60**
2. Teachers' Educational Practice		--	.35**
3. Students Learning			--

** $p < .01$

Table 2 displays Pearson correlations among study variables. Charismatic leadership showed very strong, positive correlations with teachers' educational practice ($r = .949$, $p < .01$) and students' learning ($r = .928$, $p < .01$). Teachers' educational practice was also highly correlated with students' learning ($r = .938$, $p < .01$), indicating strong interdependence.

Table 3: Mean Difference between Charismatic Leadership, Teachers' Educational Practice and Students' Learning

Variables	Men		Women		$t(198)$	p
	M	SD	M	SD		
Charismatic Leadership	22.36	4.35	24.81	5.19	3.25**	.88
Teachers' Educational Practice	22.86	4.46	24.81	5.19	2.57**	.52
Students Learning	22.67	4.58	24.73	5.32	2.64**	.65

Table 3 presents gender differences. Female teachers reported significantly higher scores than males on charismatic leadership ($M = 24.81$ vs. 22.36 , $t = 3.25$, $p < .01$, $d = .88$), teachers' practice ($M = 24.81$ vs. 22.86 , $t = 2.57$, $p < .01$, $d = .52$), and students' learning ($M = 24.73$ vs. 22.67 , $t = 2.64$, $p < .01$, $d = .65$). Effect sizes ranged from medium to large, suggesting meaningful gender-related differences.

IV. DISCUSSION

The demographic characteristics of the respondents are described with focus on the distribution of the gender, age, education, locality, marital status, and years of service. The majority of the sample was dominated by female teachers (60.9 percent) due to the fact that females represent the strongest sex in the field of teaching, particularly in schools (Martin et al., 2022). The majority of the respondents (3140) are at mid-career ages when the professional skills are solidified. Moreover, the degree of teachers (86.9% with Master and MPhil degrees) is high, which displays the presence of the well-qualified teaching force, which is also in agreement with the research conducted by Chetty et al. (2014) that teacher skills are closely related to student achievement. Moreover, the fact that most of the respondents were urban adults (54.4%), demonstrates the fact that urban schools are more accessible. These demographic data form a basis to understand the interplay of charismatic leadership and teaching practices and student learning outcomes. Table 1 demonstrates the psychometric characteristics (Descriptive Statistics and alpha of Cornbrash) of the variables in the study. The findings also showed high levels of internal consistency of all scales, such as charismatic leadership ($\alpha = .80$), educational practice of teachers ($\alpha = .82$) and learning of students ($\alpha = .90$) which means that measures have been reliable in their usage (Black and Wiliam, 1998). The averages of scores indicate that the respondents mostly perceived the moderate to high level of charismatic leadership and successful teaching practices, which is positively correlated with student learning outcomes. This observation is in line with that of Bass (1990) who said that charismatic leaders were inspirational which consequently led to the enhancement of teacher performance and student participation.

Pearson correlation coefficients with high positive values that relate the three variables: charismatic leadership and teachers learning practice ($r = .949, p < .01$), charismatic leadership and students learning ($r = .928, p < .01$) and teachers educational practice and students learning ($r = .938, p < .01$). The results are consistent with the theory of House (1996) that charismatic leadership creates commitment and dedication, which directly can be transformed into better practices in the profession and student achievement. These high correlations are also similar to those of Leithwood (2021), who concluded that leadership was a strong predictor of teacher motivation and student success. Table 3 presents gender differences, showing that female teachers reported higher perceptions of charismatic leadership, educational practice, and students' learning compared to males, with statistically significant differences ($p < .01$). This supports earlier findings by Sadker and Sadker (1994), which suggested that female teachers may be more responsive to participative and emotionally intelligent leadership. The effect sizes (Cohen's d ranging from .52 to .88) indicate moderate to large gender-based differences, further emphasizing the role of gender in shaping perceptions of leadership and practice.

Future Recommendations

As the results proved that charismatic leadership has a significant positive impact on the instructional practice of teachers, schools are advised to focus on leadership development aimed at developing charisma-related characteristics of principals and administrators. Professional development activities should focus on visionary communication, emotional intelligence, and motivational skills in order to enable school leaders to influence teachers to embrace innovative and student centered teaching models. By doing this, the first hypothesis of the study which states that charismatic leadership has a positive effect on the education practice of teachers is heavily supported, indicating that an investment in charismatic leader attributes can be viewed as viable tool in pedagogical change. Moreover, the findings found that charismatic leadership is a significant predictor of student learning outcomes such as academic success and participation. Thus, charismatic leadership abilities ought to be incorporated into leader preparation models in educational systems, so that principals can be able to inculcate a culture of passion and purpose. This substantiates the second hypothesis, where the teacher motivation and engagement has been demonstrated to mediate between the leadership and student performance. It is advisable that policies that promote the use of leaders to be enthusiastic, offer recognition and create emotionally supportive environments by being recognized to elevate teaching quality and motivate students to learn.

V. CONCLUSION

The researcher finds that charismatic leadership is critical to school teachers and students and their educational and learning performances. To a large extent, the results indicate a positive correlation between existence of charismatic leadership and increase in the teaching effectiveness, classroom involvement and student achievement in general. Charismatic teachers are more creative, accommodating, driven to employ teaching practices that have direct effect in enhancing academic performance and learning. Besides this, the study further observes that female teachers and students had a difference in perception whereby female teachers and students perceived that there was a slight difference in the effect of charismatic leadership and certain factors such as locality, marital status, and number of years of service.

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