
The Impact of Charismatic Teachers on the Intrinsic Motivation to Learn -Empirical Research

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Abstract

A charismatic teacher has the potential to inspire students to be motivated to learn and willing to collaborate with teachers. Various studies have concluded that teacher charisma influences students' motivation to learn. This conclusion is also empirically deduced in our study. In the randomized sampling study of all Albanian high school graduates we used an inventory measuring these dimensions of teacher charisma: oratory and vision, character, emotional intensity, self-sacrifice, humor, intellectual challenges, teaching techniques, empathy and their impact on students' motivation to learn which consists of the following dimensions: intrinsic motivation, extrinsic motivation, task value and learning performance. While in this article we have focused on empirically examining all dimensions of charisma in influencing only one dimension of motivation to drive (internal motivation) against the 4 dimensions of motivation that inventory carries. It is suggested for all education decision makers to consider the positive role that charismatic teachers have in motivating the students to learn.

Keywords: charismatic teachers, intellectual challenge, empathy, self-sacrifice, vision, inspirational oratory, intrinsic motivation.

INTRODUCTION

In Oxford's vocabulary, charisma is defined as a type of attraction that can inspire devotion to other people. According to (Fu, Fua & Linb 2014, p. 683), a charismatic teacher can inspire students to be willing to learn and willing to cooperate with teachers.

A charismatic person has a remarkable ability to encourage or influence others towards a goal (Raellin, 2006). But according to Archer, the distinction must be made between the true charismatic teacher and the charlatan. In his study, charlatan was seen as someone who attracted students but failed to deliver true learning outcomes (Archer, 1994, p. 10). In this article we focus on the empirical examination of all dimensions of charisma in influencing only one dimension of motivation to foster: intrinsic motivation. To achieve this goal, the following research question is constructed: Will Teacher Charisma Factors (Cognitive / Intellectual Challenge Personal Empathy, Teaching Techniques Emotional Intensity and Body Language, Original Behavior and Self-Sacrifice, Humor, Vision, and Inspirational Oratory) influence the internal goal orientation as a component of motivation to learn? If so, what is the most influencing factor?

Charisma of the teacher

The charisma of the teacher in our study consists of these dimensions; inspirational, oratory, vision, original behavior, self-sacrifice, humor, good character, teaching techniques intellectual challenge (deep knowledge of the subject), emotional intensity and personal empathy.

Inspirational Oratory and Vision, Original Behavior and Self-Sacrifice

Charismatic teachers are teachers who have vision, original behavior and are self-sacrificing to wards their students and their high achievement in the lessons. They are also speakers and masters of their vocabulary. Charles Ickowicz conducts a literature review to answer these oratory questions.

Do leaders speak a better vocabulary than most people? “Through my research”, quoted Ickowicz, “I have found that leaders do indeed use more sophisticated vocabulary, not only in formal settings, but also in their casual conversations.” (p. 2)

Why is a good vocabulary important? By having a good vocabulary, you are able to express your ideas more articulately. The more articulate you are, the more credible and authoritative you become. By becoming more credible, your ability to influence others increases (p. 2).

Humor, Character and Teaching Techniques

Charismatic teachers are teachers who have wonderful character qualities: they are ethical, fair (especially valued), open-minded, loving, etc. They also have a sense of humor and use it without exceeding the size and to the benefit of the students and the learning process. According to charismatic researchers Huang & Lin, humor is one of the four important dimensions of charisma. In their study, they highlight, “Inventory that measures the Teaching Charisma in College Classroom (ITCCC) comprise four factors: knowledge, character traits, teaching techniques, and humor (Huang & Lin, 2014). (Lin & Huang 2017) quoted: student perceiving his/her teacher who has good character traits, professional knowledge, sweet humour, and extraordinary teaching techniques is more likely to have confidence in ability, belief of worth, enjoyment or desire in learning.

Intellectual Challenge, Emotional Intensity and Personal Empathy

Emotional Intensity and Personal Empathy are important dimensions of charisma. This is also argued by Archer in his study: Archer concludes that students perceive a number of factors in their charismatic teachers, mainly personal empathy, personal intensity and intellectual challenge (Archer 2004, p. 30).

Also a particular interest was the finding that charismatic teachers were perceived as exhibiting caring and concern for students, and were seen as energetic and enthusiastic in the classroom (Archer, 1994, p. 23). According to (Lin & Huang 2017, p.27), the teacher should have knowledge and should have the right skills to use knowledge in teaching practice.

It has been found that charismatic teachers are empathetic, understand their students, respond to their needs, promote respect and mutual sympathy, and adapt lessons to the needs of individual students (Michael, Richard, Fiona, Neil, Declan and Pye 2016). The Intellectual Challenge (thus the teacher being an expert in its field) is one of the most important components of a charismatic teacher. This is also supported by Archer who cites: the evidence presented in this research leads to the conclusion that the quality that students and teachers commonly refer to as “charismatic teaching” includes Intellectual Challenge as one of its components. This quality is similar to, - but not entirely coincident with, charismatic leadership (Archer, 1994, p. 32).

Intrinsic motivation to learning

Previous studies established that students' intrinsic motivation could be positively influenced through teacher instructional approach, placement in an appropriately challenging mathematics course, and programming that attends to positive beliefs about mathematics. The way teachers design and implement learning experiences matters. (Herges et al. 2017, p. 87 - 88). Motivation enhances student achievement. This is argued by many different studies as follows:

Motivation influences achievement (e.g., Ahmed, Minnaert, Van der Werf, & Kuyper, 2010; Cleary & Chen, 2009; Reynolds, 1991; Shores & Shannon, 2007; Steinmayr & Spinath, 2009; Woolley, Strutchens, Gilbert, & Martin, 2010 quoted by Herges et al. 2017). Even the careful instruction of successful teachers increases intrinsic motivation. This is further reinforced by Middleton and Spanias noting that teachers can influence student achievement motivation through careful instructional design (Herges et al. 2017, p. 86).

When students had choices on problem solving and received support and freedom to work, intrinsic motivation increased (Deci, Vallerand, Pelletier, & Ryan, 1991).

Results of the study

Research Questions: Do Teacher Charisma Factors (Cognitive / Intellectual Challenge Personal Empathy, Teaching Techniques Emotional Intensity and Body Language, Original Behavior and Self-Sacrifice, Humor, Vision, and Inspirational Oratory) influence the internal goal orientation as a component of motivation to learn? If so, what is the most influencing factor?

To analyze this research questions we refer to the construction of the multiple linear regression equation in order to see the correlation of the student motivation scale component with the charisma components displayed in literature teachers.

We first see if there is a correlation between the independent variables themselves, since it is known that the correlation between them, which is also known as multicollinearity, also influences the construction of the multiple linear regression equation. Multicollinearity occurs when an independent variable has a high correlation with a set of other independent variables (Geralis & Terziovski, 2003). Its presence can lead to inaccurate conclusions about which of the independent variables is statistically significant (Lind et

al. 2002). To evaluate multicollinearity we construct the correlation table for the independent variables. The presence of high correlation values is the first sign of the presence of multicollinearity (Gerais & Terziovski, 2003). According to Lind et al. (2002), as a general rule the correlation values between -0.7 and 0.7 do not pose a problem in their relationship with the dependent variables.

Referring to the data in the table below it can be seen that the values obtained from this analysis are not a problem so we continue with the analysis. Furthermore, the corresponding VIF (Variance Inflation Factor) values range from 1.983 to 3.508, when it is known that the limit is VIF = 5, or the tolerance values are all greater than 0.2 (Table 4 in ANNEX).

Table 1. Correlation between independent variables

	Character	Challenge Intellectual	Empathy	Teaching Techniques	Humor	Emotional Intensity	Self-Sacrifice	Oratory
Character	1							
Challenge Intellectual	.651**	1						
Empathy	.650**	.629**	1					
Teaching Techniques	.509**	.637**	.640**	1				
Emotional Intensity	.445**	.502**	.591**	.607**	1			
Self-Sacrifice	.430**	.582**	.590**	.614**	.603**	1		
Oratory and Vision	.495**	.532**	.618**	.638**	.592**	.650**	1	
Humor	.565**	.690**	.699**	.634**	.620**	.698**	.614**	1

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

After this analysis we construct the multiple linear regression equation whose general form is:

$$Y_i = b_0 + b_1X_1 + b_2X_2 + \dots + b_nX_n + \epsilon_i$$

We first refer to the ANOVA (variance analysis) analysis which shows that for df (8; 371), and F = 29.655 we have the value of Sig = 0.00 < 0.05. This indicates that it is statistically meaningful to talk about the correlation between the dependent variable, the internalizing orientation, and the independent variables obtained in the study that measure teachers' charisma.

Table 2. ANOVA^a analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	119.800	8	14.975	29.655	.000 ^b
Residual	187.347	371	0.505		
Total	307.147	379			

a. Dependent Variable: Internal Orientation

b. Predictors: (Constant), oratory, character, emotional intensity, self-sacrifice, humor, intellectual challenges, teaching, empathy

But which are the independent variables that mostly influence this dimension? We find the answer in the following table which shows that the variables that are most influential are: Self-sacrifice, Humor and oratory, since their Sig's coefficients are less than 0.05. Even referring to the value of the coefficient of determination R², this coefficient in this correlation is 37.7%.

Table 3. Multiple regression analysis between independent variables and dependent variable - internal goal orientation

Model	R ²	R ² Adjusted	T	Sig.
<i>Constant</i>	0.390	0.377	7.266	0.000
Character			0.758	0.449
Intellectual Challenge			-0.177	0.860
Empathy			1.581	0.115
Teaching techniques			-0.238	0.812
Emotional intensity			-0.617	0.537
Self-sacrifice			2.267	0.024
Humor			2.870	0.004
Oratory and Vision			3.836	0.000

Consequently, the multiple regression equation for this component has the following form:

$$(\text{Internal purpose orientation}) = 1.654 + 0.115 (\text{Self-sacrifice}) + 0.161 (\text{Humor}) + 0.252 (\text{Oratory})$$

As observed by the equation, all β coefficients are positive, which indicates that the relation of each factor positively influences the motivational component - internalizing goal orientation. Even the oratorical and vision factor has the coefficient value $\beta = 0.252$, higher than the other two factors, thus affecting more than the other two factors.

DISCUSSION

Regarding the empirical relationship between the dimensions of teachers' charisma and intrinsic motivation to learn, the findings of this quantitative study have shown that the dimensions of charisma such as the teacher's vision, oratory, self-sacrifice and humor have positively influenced the intrinsic motivation of the student to learn. This finding is consistent with the findings of other empirical studies. In line with the results of our study is the finding of Milojkovic (1982), which introduces charismatic teachers with special oratory during the presentation and with a (perspective) vision and a unique purpose. According to him, charismatic teachers are characterized by the following elements:

"Flawless Presentation: Her apparently effortless delivery is smooth and precise. Technical details have been attended, so that all flows like clockwork.

Unity of Purpose: She reveals to her students the path they should take toward a commonly shared goal - the enrichment of both intellect and spirit.

Sense of Perspective: Her power of thought is accentuated by a remarkably clear perception of the context of her discipline and of the importance of outstanding problems in the field "(P., 220)

Also, according to Lee et., al., (2014) p. 1147, humor charisma is a significant and positive influence on students' personal and situational interest (to learn). Also according to (Sammons, Kington, Lindorff-Vijayendran and Ortega, 2016), many inspirational teachers used humor at some point during the lesson. In most cases, this was not so much a matter of actually telling jokes as it was willing to laugh with students or to say unexpected things to surprise them. This helped to create a positive climate, support classroom management and promote student engagement and enthusiasm. In support of the results that have emerged from our study is also the study conducted in America for charismatic teachers from Bolkan & Goodboy. Findings from their study suggest that teachers' charismatic behaviors are related to students' perceptions of their learning both directly and indirectly through their connection to intrinsic motivation (to learn) (Bolkan & Goodboy; 2014 p.,140).

CONCLUSION

Some of the dimensions of teacher charisma affect students' intrinsic motivation to learn. The dimensions of the teacher charisma that are statistically significant are; oratory and vision, his sense of humor, his self-sacrifice for the sake of his students and the development of their potential.

The charismatic teacher's oratory and vision factor has the highest impact on internal goal orientation, so it has the highest impact on the intrinsic motivation of high school students to teach.

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