# Attributes of Charismatic Leadership towards Teachers' Job Performance in Secondary Schools in Morogoro Municipality

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**Abstract:** *The study focus was to find out the attributes of charismatic leadership towards teachers' job performance in secondary schools in Morogoro Municipality. This study utilized survey research design and mixed research approach. The targeted population of this involved head of schools and all teachers from community secondary schools in Morogoro Municipality. A sample size of 66 respondents were used. Purposive sampling techniques and simple random sampling techniques were used in selection of respondents. Data were collected by using questionnaire, interviews and documentary reviews. Quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed by using thematic analysis. Findings of last objective highlighted attributes of charismatic school leaders, including promoting creativity, self - improvement, transparency, accountability, and compassion. Recommendations include policy investment in leadership training, fostering a collaborative school culture, and teachers employing positive classroom management techniques and acknowledging student achievements.*

**Keywords:** Charismatic Leadership, Teachers' Job Performance, and Secondary Schools

## 1. Introduction

Charismatic leadership in educational organizations, particularly in secondary education, has gained attention due to its potential impact on teachers' job performance (Huna, Ndutu, &Mwalw'a, 2023). This leadership style emphasizes mass mobilization for power rather than democratic principles and is rooted in historical and cultural contexts.

Rubio (2022) suggest that charismatic leaders can have a positive influence on teachers. They foster strong relationships, reciprocity beliefs, and work ethics among educators, instilling a sense of vision, pride, and trust.

Charismatic leaders in secondary education often employ a flexible approach, adapting to the current situation, which builds trust and aligns with principles of equity and the common good (Karwan, Hariri, &Ridwan, 2020). Furthermore, charismatic leaders significantly affect teachers' competence and performance by promoting resilience, overcoming challenges, and creating positive work environments, encouraging compliance with directives.

However, charismatic leadership relies on perceived qualities as well as the leader's embodiment. It is commonly used by school leaders to shape worker behavior, raising questions about its role in teachers' job performance.

Some studies explore charismatic leaders as change agents, emphasizing their role in influencing teachers' performance (Fauziah&Latief, 2015). Challenges, such as the transient nature of charismatic leadership and the risk of leaders becoming unaccountable, are recognized.

Charismatic leadership is fundamentally a relational concept, relying on emotional connections between leaders and followers, especially effective when leaders collaborate in a supportive environment (McBride, Robert, & Rotberg, 2012). Effective practice of charismatic leadership requires school principals to understand their managerial roles and adapt to diverse school contexts.

In the context of community secondary schools in Morogoro Municipality, understanding how charismatic leadership influences teachers' job performance is essential. This study seeks to investigate this by examining how charismatic leadership behaviors, communication patterns, and motivational strategies impact teachers' performance, job satisfaction, commitment, and well - being.

## 2. Research Methodology

This section outlines the research methodology that guided the study. The study employed a case study research design and qualitative research approach were used. The targeted population of this involved head of schools and all teachers from community secondary schools in Morogoro Municipality. A sample size of 66 respondents were used. Purposive sampling techniques and simple random sampling techniques were used in selection of respondents. Data were collected by using questionnaire, interviews and documentary reviews. Quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed by using thematic analysis.

## 3. Research Findings and Discussions

This study aiming in finding out the attributes of charismatic leaderships towards teachers' job performance in secondary schools in Morogoro Municipality. The results of this study are shown in Table 3.1.

**Table 3.1:** Attributes of Charismatic Leadership towards Teachers' Job Performance (n=60)

| Item | A | N | D |
| --- | --- | --- | --- |
| | F (%) | F (%) | F (%) |
| Charismatic leaders foster creativity. | 60 (100%) | 0 (0%) | 0 (0%) |
| Charismatic leaders inspire a shared vision. | 60 (100%) | 0 (0%) | 0 (0%) |
| Charismatic leaders value self - improvement. | 60 (100%) | 0 (0%) | 0 (0%) |
| Charismatic leaders emphasize unity and empathy. | 60 (100%) | 0 (0%) | 0 (0%) |
| Charismatic leaders prioritize transparency and accountability. | 55 (91.6%) | 5 (8.3%) | 0 (00%) |
| Charismatic leaders promote staff unity. | 53 (88.3%) | 7 (11.7%) | 0 (00%) |
| Humanity is their focus. | 50 (83.3%) | 5 (8.3%) | 5 (8.3%) |
| Charismatic leaders boost academic performance. | 42 (70%) | 3 (5%) | 4 (6.6%) |
| Charismatic leaders encourage teamwork. | 41 (68.3%) | 6 (10%) | 12 (20%) |
| Positive body language conveys confidence. | 41 (68.3%) | 19 (31.6%) | 0 (00%) |
| Charismatic leaders motivate through inspiration. | 40 (66.6%) | 5 (8.3%) | 15 (25%) |
| Confidence is a key trait. | 40 (66.6%) | 10 (16.6%) | 10 (16.6%) |
| Compassion for all is paramount. | 53 (88.3%) | 7 (11.7%) | 0 (00%) |

**NB:** A=Agree, N=Neutral and D=Disagree
**Source:** Research Data (2023)

The sub - item on encouraging creativity 60 (100%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders inspire teachers to think creatively by fostering an environment where new ideas and innovative teaching methods are encouraged. They recognize and appreciate unique approaches to education, ultimately motivating teachers to experiment and take risks in their classrooms. These findings concur with a study by Beresford - Dey, Ingram, and Lakin (2022) who found creativity to be employed by the heads of schools for effective teachers' job performance. They added that, having creativity would enable the heads of schools to get solutions of the new problems which had not existed before. In the final analysis, schools charisma leaders must employ creativity skills in leadership system for having solution to improve teachers' job - performance.

The sub - item on visionary leadership 60 (100%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders articulate a clear vision for the future of the educational institution. By presenting a compelling vision, they inspire teachers to align their efforts with long - term goals, providing a sense of purpose and direction that drives improved job performance.

The sub - item on self - improvement 60 (100%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, emphasize continuous self - improvement among teachers. They provide resources and support for professional development, encouraging teachers to enhance their skills, acquire new knowledge, and stay updated with the latest educational trends and research.

The sub - item on considering humanity as a vital aspect 60 (100%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders prioritize the well - being and personal growth of each teacher. They recognize the humanity of their staff, addressing individual needs and concerns with empathy and respect. This approach fosters trust and loyalty among teachers, motivating them to excel in their roles.

The sub - item on transparency and accountability 55 (91.6%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders maintain open lines of communication and transparency regarding the institution's goals, decisions, and performance expectations. They hold both themselves and teachers accountable for their actions, ensuring a culture of responsibility and trust. These findings concur with a study by Darling, Caldwell, and Smith (2005) found the school leaders to practice full involvement of teachers in both curricular and extra curricula activities so as to encourage their transparency on the challenges they faced and accountable on their performance. Finally, both transparency and accountability must be employed by heads of schools in order to enhance teachers' job performance.

The sub - item on enhancing staff unity 55 (91.6%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaderspromote a sense of unity and belonging among teachers. They encourage collaboration, shared goals, and a supportive atmosphere within the educational community, which, in turn, improves job satisfaction and performance. These findings concur with a study byIhsan, Atta, and Shahbaz (2019) found the school administration to have effective and manageable organizational strategies that could influence better performance among teachers and students. In conclusion, the school charismatic leaders should have a SMART (Systematic, Measurable, Attainable, Reliable and Timely) strategies in order to influence teachers' job performance.

The sub - item on focusing on academic performance 50 (83.6%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders prioritize academic excellence and student achievement. They set high standards for teaching quality and provide teachers with the resources and training necessary to meet these standards, resulting in improved academic outcomes. These findings concur with a study by Muksin (2015) found the head teacher to have a significance role in monitoring teaching and learning process by providing the required teaching resources to teachers. In summary, charismatic leaders have

to find sources of getting such resources and allocate them to the right personnel with the intention of influencing teachers' job performance.

The sub - item on encouraging teamwork 41 (68.3%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders emphasize the importance of teamwork and collaboration among teachers. They create opportunities for teachers to work together on projects, share ideas, and learn from one another, fostering a culture of mutual support and growth. These findings concur with a study by Kulal, et al. (2022) which emphasized on the importance of having team work for both academic and non - academic issues. Among the non - academic issues revealed were guidance and counseling, flowering and discipline issues so as to strengthen the learning behavior of their students. Briefly, the school charismatic leaders must build active teamwork in enhancing teachers' job performance.

The sub - item on positive body language 41 (68.3%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders lead by example through their positive body language and demeanor. They convey enthusiasm, confidence, and approachability, which can be contagious and inspire teachers to adopt a similar attitude towards their work. These findings concur with a study by Widiantari, Samadi and Karim (2022) found that, an effective interaction to be under effective communication. In conclusion, the school charismatic leaders have to use and encourage the effective application of positive body language communication that influence teachers' job performance in community secondary schools.

The sub - item on staff motivation 40 (66.6%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders are skilled at motivating teachers by recognizing their contributions, providing regular feedback, and acknowledging their successes. This motivation drives teachers to perform at their best and go the extra mile. These findings concur with a study by Mogaka, Kariuki, and Ogeta (2019) which acknowledged facilities to important in schools but emphasized on having adequacy teaching and learning facilities rather than having only buildings.

The sub - item on displaying confidence 40 (66.6%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders project confidence in their leadership abilities and the institution's direction. This confidence instills a sense of security and stability among teachers, making them more comfortable and motivated in their roles. These findings concur with a study by Lloyd, et al. (2000) which found the best way for the heads of schools as to have average confidence rather than being overconfidence or under confidence. It can therefore concluded that school charismatic leaders confidence should be used and give positive effect in influencing teachers' job performance.

The sub - item on compassion to all 53 (88.3%) was an attribute of charismatic leadership towards teachers' job performance in secondary schools. These findings indicate that, charismatic leaders demonstrate compassion, fairness, and empathy towards all members of the educational community. This inclusivity and concern for the well - being of everyone create a positive and supportive work environment that encourages teachers to excel.

## 4. Conclusion and Recommendations

The study underscores that charismatic leadership attributes significantly boost teachers' job performance in secondary schools. Charismatic leaders foster creativity, encourage innovative teaching, and provide a clear vision for the institution, motivating teachers to excel. They also prioritize self - improvement, well - being, and accountability, ultimately enhancing staff unity, academic excellence, and teamwork, thereby positively impacting teachers' overall performance.

Based on the study findings, the following recommendations are made for policymakers, school administrators, teachers, and parents. Policymakers should invest in training programs to develop charismatic leadership skills in school leaders and promote creative and effective communication. Implementing incentive programs to recognize and reward schools and leaders for employing charismatic leadership skills can encourage widespread adoption. Administrators should prioritize teacher professional development in creativity, communication, and conflict resolution. Teachers should incorporate innovative teaching methods to enhance learning. Together, these actions can contribute to a positive and effective school environment.

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