

The Impact of Charismatic (Inspirational) Teachers in Building Positive Relationships with Their Students.

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Abstract

It is emphasized by the relevant literature that the same student engages more in the class of a teacher he/she loves and sincerely cares for and the same student does not engage much in the lesson of a teacher who she hates the student. Lack of feelings of caring of teachers against to students paralyzes learning. Learners learn more when they think the teacher likes them and they like the teacher. The path to the student's mind is through the gain of his heart. The purpose of this research is to research based on reviewing the new relationship between charismatic (inspirational) teachers and building relationships with their students. Based on the studies it was found that; Charismatic teachers (inspirational) give many advantages to building and maintaining positive relationships with all students, and this did not differ from the gender, the school sector or the career phase in which they were inspiring teachers. These teachers are empathetic, understand their students, respond to their needs, promote respect and mutual sympathy, and adapt lessons to the needs of individual students. It was also found that their relationship with students is dynamic and that they invest heavily in these relationships, although their construction requires a lot of effort and an important adaptation period through which teachers know the students and vice versa. Conclusion; charismatic (inspirational) teachers cultivate very positive relationships with their students in the service of teaching development. This study helps teachers and decision-makers in education.

Keywords: charismatic (inspirational) teachers, empathic, honest care, earning a student's heart, high school students, positive relationship with students.

Introduction

Charisma, as defined by the Oxford Dictionary, is a type of attraction that can inspire devotion in other people. (Fu, Fua & Linb, 2014, p. 685). The words 'charismatic' and 'inspirational' have been used before in the field of education, but lately they have become more frequent (and in newer and more well-defined notions). The topic of inspirational teachers is a very current topic, given the worldwide emphasis on Derounian quality assurance measures (2017). These words are also used in recent education policy in the United Kingdom and in many other countries as well. The language of Teacher Standards published by the Department of Education (DfE) underlines this from the outset, saying that teachers should, among other things, "inspire, motivate and challenge students" (DfE, 2013, p. 7).

The purpose of this paper is to provide evidence based on recent literature reviews, especially from recent empirical studies on inspirational teachers and the relationships they create with their high school students.

Through the ages, all successful educators are charismatic teachers. Students enjoy to get close to them and listen to their ideas. Therefore, teacher charisma is definitely prominent in the learning process for students. If students like teachers, they would of course come to the class; if they enjoy the class, it is highly likely that they will dig deeper into this school subject. (Lee, Lu, Mao, Ling, Yeh, & Hsieh; 2014, f. 1144). A student asserts according to (McGonigal, 2004 quoted by Derounian, 2017) that inspirational teaching "encourages you to believe in yourself... presents new perspectives that you hadn't dreamed of... is honourable and with a strong sense of justice tempered with compassion". Chou (1997 cited by Huang & Lin, 2013, f. 285) investigated the teacher-student relationship and suggested that teachers should pay attention to the performance of the individual self. When students are attracted by a charismatic teacher, they enjoy learning and listening to the class according to (Lin, & Huang. 2017. f. 27). Linked to the theme of positive relationships but distinct in its own right, most teachers referred to positive classroom management as an aspect that enabled inspiring teaching.

According to (Sammons, Kington, Lindorff-Vijayendran and Ortega 2014, p. 17) charismatic (inspiring) teachers give a lot of priority to building and nurturing positive relationships with all students, and this did not differ by gender, school sector or career phase in which they were inspirational teachers. It was also found that their relationship with students is dynamic and that they invest heavily in these relationships, though building them requires a lot of effort and an important adaptation period through which teachers get to know students and vice versa. The fact that teachers need to recognize students and their families is also emphasized (UNESCO, 2015). According to (Neufel 2005) if students are in a very good relationship with their teachers, then they are more loyal to the teacher than to the peer group and see the teacher as a role model, authority and source of inspiration. When students are appropriately attached to the teacher, he / she has the natural power to give guidance and advice to the student's behavior, to set good intentions in his / her soul and to instill social values. Also according to (Neufeld 2005) from a more careful perspective, four essential qualities are primary in defining the ability to learn: an innate curiosity, an integrated mind, an ability to benefit from correction, and a good relationship with teacher. In their efforts to nurture resilience in their students, effective educators appreciate the life-long impact they have on students, acknowledge that all students want to be successful, and appreciate that the foundation for successful learning in a safe and secure classroom climate is the relationship they forge with students.

The use of so-called effective mediation practices does not limit these teachers to being inspirational. Indeed, editions show that both concepts are complementary, although some additional and important distinguishing features are also related to the practice of inspirational teaching.

According to (Michael, Richard Fiona Neil Declan and Pye, 2016) the quality of inspirational teacher relationships with students was outstanding in all the lessons observed by these students. In particular, it was identified how inspirational teachers often made a deep point of interest for the students they were teaching outside the classroom. So strong was the connection between the teacher and the student that colleagues noticed that (in some cases) when some of the teachers were absent, the class would 'deal with it', regardless of who was teaching. (Neufeld 2005) points out that when the relationship with the teacher does not work, the school teacher becomes ineffective no matter how well trained or dedicated he or she can be. According to Brooks (2003) in their efforts to nurture resilience in their students, effective educators appreciate the life-long impact they have on students, acknowledge that all students want to be successful, and appreciate that the foundation for successful learning in a safe and secure classroom climate is the relationship they forge with students.

Some of the characteristics of charismatic (inspirational) teachers are:

Charismatic (inspirational) teachers are empathetic to their students.

Whereas Goleman (1995) emphasizes empathy as a key component of emotional intelligence. According to Brooks (2003) empathy is one of the most important and vital skills of an effective teacher. Translated into the school arena, empathy is the ability of teachers to put themselves inside their students' shoes and see the world through their students' eyes. The research suggests that students perceive a number of factors in their charismatic teachers, principally, Personal Empathy, Personal Intensity and Intellectual Challenge. (Archer 2004, f.30)

Charismatic (inspirational) teachers respond to their needs.

"I think I do develop good relationships one-to-one with pupils, and I do try to really understand each individual's needs and what they need from me in order to be the best they can be. (...) I do try to have a good relationship with pupils because if they can't be honest with me, then I'm not going to be able to do the best for them." (Female, Secondary school, 11–15 years of experience) (Sammons et al. 2014, f.17).

Charismatic (inspirational) teachers promote mutual respect and sympathy and tailor lessons to the needs of individual students.

One student said the inspiring teacher was 'always the same, hospitable and completely in control'. As one student put it, 'they never involved in arguments or fights' and make students feel good about themselves. (Michael, et al. 2016, f. 26) There are high levels of trust and respect between students. The teacher models these behaviors by trusting and respecting the students through what appears to be casual conversations. However, these conversations are not casual. In fact, the teacher is giving the students an opening into their life, trusting them with this insight and respecting them.

Charismatic (inspiring) teachers display genuine care and concern for their students.

According to Archer (1994) charismatic teachers displayed care and concern for students (Archer 2004). Teachers need to know students and their families (UNESCO, 2015). According to (Michael, Richard, Fiona, Neil, Declan and Pye 2016) here's what an inspiring teacher thinks about genuine care and concern for students: *One teacher's view about inspiring teaching was as follows. She thought that relationships with students are critical to effective practice. As she put it, 'they' need to like you'. A transparent love of teaching and enthusiasm to communicate that the teacher 'wants to be there' are essential as is a love of the subject and an interest in children considered essential. She aims to couple a 'love of learning' with rigorous exam preparation to avoid any dichotomy between an exam focus and learning. Encouraging questioning is central to this.*

The effect of inspirational teaching on learners and what underpins this:

{This is the description of the wonderful climate that has characterized the classroom with students who have consistently taught an inspirational teacher - this description is made from the observation of scholars who have studied inspirational teachers in the study led by these scholars: (Michael, Richard, Fiona, Neil, Declan and Pye 2016)}.

From the start of the lesson students are eager to participate fully, they are very keen to please and all want to do well. This has nothing to do with anything the teacher has done today, but results from weeks of establishing high expectations, rewarding students and students knowing they will achieve well. The teacher creates situations where, over the lesson, every student deserves a rewarding comment. Recognition of success is never exaggerated. Instead, they are always positive, proportionate and deserving. The teacher takes the work of her students seriously communicating the importance to her students through modelling of practice, high personal professional standards and demonstrating respect for the students' efforts. The teacher uses both gestures and remarks to encourage and reward students. She uses these in a measured way, so students value them.

Links between charismatic teachers and their attributes that influence the creation of positive relationships with students.

As can be seen in Table 1, different scholars in their studies have found links between charismatic teachers and their attributes that influence the creation of positive relationships with students such as respect for students, treat students as individuals, friendly, and so on.

Table 1: Engaging student learning

Category	Attributes	Authors
Charisma	Enthusiastic	Jackson 2006, Sander et al. 2000; Lammers and Murphy 2002; Andreson 2000;; Voss & Gruber 2006;
Charisma	Helpful	Hill et al 2003; Lammers and Murphy 2002; Brown (2004)
Charisma	Approachable	Sander et al. 2000, Brown 2004; Voss & Gruber 2006;
Charisma	Listening to students	Ramsden et al 1995;
Charisma	Respect for students	Ramsden et al 1995;
Charisma	Sympathetic	Hill et al 2003;
Charisma	Caring for students (their academic progress)	Hill et al 2003; Andreson 2000; GreimlFuhmann & Geyer 2003;
Charisma	Inspiring	Lammers and Murphy 2002;
Charisma	Communication skills	Hill et al 2003, Brown 2004
Charisma	Treat students as individuals	Voss & Gruber 2006;
Charisma	Friendly	Greiml-Fuhmann & Geyer 2003, Voss & Gruber 2006
Charisma	Patient	Greiml-Fuhmann & Geyer 2003
Charisma	Humour	Voss & Gruber 2006; Brown 2004; GreimlFuhmann & Geyer 2003
Academic Skills	Knowledgeable	Hill et al 2003; Sander et al. 2000, Lammers and Murphy 2002; Voss & Gruber 2006; Brown 2004

Teaching Skills	Willing to answer questions	Brown 2004; Greiml-Fuhrmann & Geyer 2003
Teaching Skills	Offering Encouragement	Hill et al 2003; Sandler et al. (2000)
Teaching Skills	Being organized	Hill et al 2003; Sander et al. 2000, Jackson 2006
Teaching Skills	Setting clear goals	Voss & Gruber, Greiml-Fuhrmann & Geyer 2003
Teaching Skills	Offering feedback	Ramsden et al 1995; Race (2005)
Teaching Skills	Application of knowledge to the real world	Brodie & Dorfman 1994
Teaching Skills	Address classroom discipline	Jackson 2006;
Teaching Skills	Good teaching skills	Sander et al. 2000; Brown 2004; GreimlFuhrmann & Geyer 2003
Teaching Skills	Change their teaching methods	Brown 2004; Greiml-Fuhrmann & Geyer 2003; Voss & Gruber 2006;

Resource: Dean A. A. *The lost formulae to inspiring students*. Institute for interprese. Leeds Metropolitan University.

The relationships built by charismatic (inspirational) teachers are characterized by these elements according to (Sammons et al. 2016);

I. High expectations

- a. Inspirational teachers used formative feedback and through it provided encouragement for individual students,
- b. Expectations were clearly expressed that students would be able to perform challenging tasks.
- c. When the students wanted to do the task quickly and without getting too deep into it, the charismatic teachers did not allow the students to take a break but used further questions to help students extend their thinking.
- d. Explicitly defined goals are expressed to move each student to the next level.

II. Safe and supportive space to learn - Inspirational teachers created safe spaces for students to

a. contribute

- b. To make mistakes (Students seem content to offer ideas even when they are not sure if they are correct).

III. Humor - teachers used a joke sometimes tactfully when needed to create a positive climate, support classroom management, and promote student engagement and enthusiasm.

IV. Treating students as individuals - Inspirational teachers have constantly made many efforts to refer students to individuals and get to know them more.

- a. They showed awareness of the lives and interests of students beyond the classroom.
- b. The students were called in the name.
- c. They greeted each student individually at the door before teaching.

VI. Awareness of individual targets / needs

- a. Inspirational teachers provided extra support to a student in need.
- b. Additional opportunities for students with better skills.
- c. Teachers demonstrated awareness of each student's individual needs.
- d. They also demonstrated awareness of their goals clearly by directly discussing their objectives.

VII. Sense of authority - in some of the classes where inspiring teachers taught, it was noted that occasionally the sense of authority of the teacher appeared.

VIII. Enthusiasm and mutual liking - Enthusiasm was mutual: Inspirational teachers displayed enthusiasm and satisfaction in their relationships with students but students also did the same.

An example to illustrate the theoretical part about the importance of teachers having the potential to build positive relationships with their students.

We have said that the relevant literature emphasizes that: the same student engages more in the classroom of a teacher that he / she loves and cares for, and the same student does not engage much in teaching a hating teacher. The path to the student's mind is through winning his heart.

The following is a real-life example of how the positive relationships that a teacher builds with the growing desire for a high school student to love and learn more in this teacher's subject and vice versa; not to engage in the subject of a teacher who has not built a positive relationship with him. Like John's example, there are many other students who experience the same feelings and consequently exhibit the same behavior.

The parents of a high school student, John, requested that Bob serve as a counselor for John's school program. Bob asked each of John's teachers to describe it. One teacher responded immediately, "John is one of the most defiant, opposing, motionless, lazy, irresponsible students we have at this school." Another teacher was stunned by the words she heard; and said: "I have a different view. I think John is really struggling with learning and we should figure out the best ways to teach him.

According to (Brooks, Goldstein, 2008, f. 2–3) in listening to these two descriptions of the same student, one could not help but think that the teachers were offering opinions of two very different youngsters.

After this meeting, Bob interviewed John and asked him to describe his teachers, not revealing what they had said about him. In describing the teacher who had portrayed him very negatively, John said with great force, "*She hates me, but that's okay because I hate her. And I won't do any work in her class.*"

John continued,

And don't tell me that I'm only hurting myself by not doing work (he must have heard that advice on numerous occasions). What you don't understand, Dr. Brooks, is that in her eyes I am a failure. Whatever I do in her class is never going to be good enough. She doesn't expect me to pass, so why even try?

He added that from the first day of class he felt "angry vibes" from her.

She just didn't like me, and soon I didn't like her. I could tell she didn't want me in her class just by the way she spoke with me. Right away she seemed so angry with me. I really don't know why she felt that way. So, after a while, I knew there was no way I could succeed in her class, so I just decided that I wouldn't even try. It would just be a waste of time. She told me I was lazy, but if she was honest she would have to admit that she doesn't think I could ever get a good grade in her class.

When John was asked about the teacher he liked and she liked and loved John, he said;

I love her. She went out of her way the first week of school to tell me something. She said that she knew I was having trouble with learning, but she thought I was smart and she had to figure out the best way to teach me. She said that one of the reasons she became a teacher was to help all students learn. She's always there to help (Brooks, Goldstein, 2008, f. 2 - 3).

Conclusions

Relationships between inspirational teachers and students are characterized as warm, calm and friendly relationships. In classrooms where the climate was described as relaxed or friendly, teacher relationships and interactions with students were also often described in the same terms.

These teachers are empathetic, understand their students, respond to their needs, promote respect and mutual sympathy, and adapt lessons to the needs of individual students. It was also found that their relationship with students is dynamic and that they invest heavily in these relationships, although their construction requires a lot of effort and an important adaptation period through which teachers know the students and vice versa. Charismatic (inspirational) teachers cultivate very positive relationships with their students in the service of teaching development.

Inspirational teachers pay close attention to building and maintaining positive and unique relationships with their students because they know the value of positive relationships with their students and how much this relationship affects not only the learning process but also the release of potential the uniqueness that every student carries in itself.

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