

# Teacher Charisma And Student Engagement: An Empirical Study In The Context Of Higher Education In Uzbekistan

**Axundjanova Nargiza Albertovna**

Lecturer at the Department of Primary Education, Andijan Pedagogical Institute, Uzbekistan

**Received:** 30 March 2026 **Accepted:** 26 April 2026 **Published:** 23 May 2026

## ABSTRACT

Teacher charisma is increasingly recognized as an important psychological and pedagogical factor influencing students' motivation, classroom participation, emotional involvement, and academic persistence. In higher education, where students are expected to demonstrate independence, critical thinking, and professional responsibility, the personal influence of the teacher remains a significant condition for creating an active learning environment. This article examines the relationship between teacher charisma and student engagement in the context of higher education in Uzbekistan. The study is based on an empirical survey conducted among undergraduate students from pedagogical higher education institutions. Teacher charisma is analyzed through communicative expressiveness, emotional inspiration, professional confidence, ethical influence, and the ability to create a supportive classroom atmosphere. Student engagement is considered through behavioral, emotional, and cognitive dimensions. The findings indicate that teacher charisma has a positive influence on students' engagement, especially in terms of classroom participation, interest in the subject, willingness to ask questions, and readiness to complete independent learning tasks. The results show that charisma should not be understood as a purely natural personal talent, but as a professionally developed pedagogical quality that can be strengthened through reflective practice, communication skills, emotional intelligence, and student-centered teaching strategies.

**Keywords:** Teacher charisma, student engagement, higher education, Uzbekistan, pedagogical communication, motivation, classroom interaction, emotional involvement, teaching effectiveness.

## INTRODUCTION

In contemporary higher education, the quality of teaching is determined not only by the content of the curriculum, the availability of digital resources, or the formal qualifications of teachers, but also by the nature of interaction between teachers and students. The teacher's personality, communicative style, emotional expressiveness, professional confidence, and ability to inspire students are important components of educational effectiveness. In this regard, teacher charisma has become a relevant concept for pedagogical research, especially in the context of student engagement.

Teacher charisma may be understood as the teacher's ability to attract students' attention, create intellectual and

emotional interest, communicate ideas convincingly, and form a psychologically favorable atmosphere in the classroom. Charismatic teachers are usually perceived as energetic, confident, expressive, fair, inspiring, and professionally competent. Their influence is not limited to the transmission of knowledge; rather, they shape students' attitudes toward learning, encourage participation, and support the development of academic motivation.

Student engagement is one of the central indicators of educational quality in higher education. It includes students' active participation in classes, emotional interest in learning, cognitive effort, responsibility for independent work, and willingness to interact with teachers and peers. In the context of Uzbekistan's higher education reforms,

student engagement is especially significant because universities are expected to prepare competitive specialists who can think independently, use modern technologies, and participate actively in social and professional life.

The problem is that many students may formally attend classes but remain passive during the learning process. Such passivity can be observed in limited classroom participation, weak independent study habits, low motivation, and dependence on teacher-directed instruction. This situation requires attention not only to methodological and technological aspects of teaching, but also to the personal and communicative qualities of the teacher. A teacher who is able to inspire students, explain complex material clearly, maintain emotional contact, and demonstrate professional enthusiasm can significantly increase students' engagement.

The purpose of this study is to examine the relationship between teacher charisma and student engagement in higher education institutions of Uzbekistan. The study seeks to identify how students perceive teacher charisma and which aspects of charisma are most strongly associated with behavioral, emotional, and cognitive engagement. The research is based on the assumption that teacher charisma has a positive influence on student engagement and that this influence is mediated by pedagogical communication, emotional support, and students' perception of teacher competence.

The empirical study was organized on the basis of a quantitative survey design. The participants were undergraduate students studying at pedagogical higher education institutions in Uzbekistan. The sample included 186 students from different years of study. The respondents represented various academic fields, including primary education, preschool education, foreign language education, and pedagogy. Participation was voluntary, and students were informed that their responses would be used only for scientific and analytical purposes.

The research instrument consisted of a structured questionnaire developed on the basis of theoretical concepts of teacher charisma and student engagement. The questionnaire included two main scales. The first scale measured students' perception of teacher charisma. It included items related to the teacher's ability to explain material clearly, speak expressively, motivate students, show professional confidence, demonstrate fairness, create a positive emotional atmosphere, and encourage students'

independent thinking. The second scale measured student engagement. It included items related to attendance, participation in discussions, interest in the subject, preparation for classes, completion of independent tasks, asking questions, and emotional involvement in learning.

Students evaluated each statement using a five-point Likert scale, where 1 meant "strongly disagree" and 5 meant "strongly agree." The questionnaire was administered anonymously. The collected data were analyzed using descriptive statistics, correlation analysis, and comparative interpretation. The aim of the analysis was not only to identify general tendencies, but also to determine which components of teacher charisma were most closely related to different forms of student engagement.

The study interpreted teacher charisma as a multidimensional pedagogical quality. It was not reduced to external attractiveness or emotional expressiveness alone. Instead, charisma was understood as the unity of professional competence, communicative clarity, emotional influence, ethical behavior, and the ability to establish meaningful contact with students. Student engagement was also understood as a multidimensional phenomenon consisting of behavioral engagement, emotional engagement, and cognitive engagement.

Behavioral engagement was associated with participation in classroom activities, regular attendance, discipline, and completion of assignments. Emotional engagement was associated with interest, enjoyment, positive attitude toward the subject, and psychological comfort in the classroom. Cognitive engagement was associated with intellectual effort, independent thinking, critical reflection, and the desire to understand the subject deeply.

The results of the survey showed that students generally attach high importance to the personal and communicative qualities of teachers. A significant proportion of respondents stated that they become more interested in a subject when the teacher explains the material with enthusiasm, uses expressive speech, gives examples from real life, and demonstrates confidence in the importance of the discipline. Students also emphasized that a teacher's fairness, respectful attitude, and emotional support are important conditions for active participation.

The descriptive analysis indicated that the highest-rated features of teacher charisma were clarity of explanation, emotional expressiveness, professional confidence, and

respectful communication. Students tended to perceive teachers as charismatic when they were able to present complex concepts in an understandable way and connect theoretical material with practical examples. This finding is especially important in the context of higher education because students often evaluate the teacher's influence through the usefulness and accessibility of the learning process.

The correlation analysis revealed a positive relationship between teacher charisma and student engagement. The strongest relationship was found between teacher charisma and emotional engagement. Students who rated their teachers as charismatic were more likely to report that they enjoyed classes, felt interested in the subject, and experienced positive emotions during learning. This suggests that charisma plays a particularly important role in shaping students' emotional attitude toward education.

A positive relationship was also found between teacher charisma and behavioral engagement. Students who perceived their teachers as inspiring and communicatively effective reported higher levels of participation in discussions, greater willingness to answer questions, and more regular preparation for classes. This indicates that teacher charisma can influence not only students' feelings, but also their visible learning behavior.

The relationship between teacher charisma and cognitive engagement was also positive, although slightly weaker than the relationship with emotional engagement. Students stated that charismatic teachers encouraged them to think independently, analyze problems, and search for additional information. However, cognitive engagement appeared to depend not only on charisma, but also on the structure of tasks, assessment methods, academic difficulty, and students' personal learning habits.

One of the important findings of the study was that students do not associate teacher charisma only with emotional brightness or public speaking ability. Many respondents connected charisma with fairness, responsibility, subject knowledge, and the teacher's sincere interest in students' progress. In other words, students perceive pedagogical charisma as an ethical and professional quality, not merely as a personal charm.

The survey also showed that teacher charisma is especially influential when it is combined with student-centered teaching methods. Students reported stronger engagement

in classes where teachers asked open questions, organized discussions, used problem situations, provided feedback, and encouraged students to express their opinions. In such cases, charisma functioned as a motivating force that activated students' participation and supported a more dialogic learning environment.

At the same time, the study revealed that charisma alone is not sufficient for sustainable student engagement. Some students noted that even an expressive and emotionally attractive teacher may not achieve high engagement if the lesson lacks clear structure, practical relevance, or fair assessment. This finding confirms that teacher charisma should be integrated with professional methodology and pedagogical planning.

The findings of the study confirm that teacher charisma is an important factor influencing student engagement in higher education. In the context of Uzbekistan, where pedagogical communication traditionally has a strong social and moral dimension, the teacher's personality continues to play a central role in shaping students' attitudes toward learning. Students expect teachers not only to provide knowledge, but also to guide, motivate, support, and inspire them.

The positive relationship between teacher charisma and emotional engagement is particularly significant. Emotional engagement often becomes the first step toward deeper learning. When students feel interested, respected, and psychologically comfortable, they are more likely to participate actively and invest cognitive effort. A charismatic teacher can transform the classroom atmosphere by making learning more meaningful and emotionally attractive. This is especially important for first-year students, who may experience difficulties adapting to university learning.

The influence of charisma on behavioral engagement shows that students are more active when they perceive the teacher as energetic, competent, and supportive. Participation in discussions, asking questions, and completing tasks are not only the result of discipline or assessment requirements. They are also influenced by students' perception of the teacher's attitude. When students believe that the teacher values their opinions and creates a safe environment, they become more willing to participate.

The weaker but still positive relationship between teacher

charisma and cognitive engagement suggests that intellectual involvement requires more than emotional inspiration. Cognitive engagement depends on the quality of tasks, problem-based learning, independent research activities, and assessment culture. Therefore, teacher charisma should be supported by effective pedagogical technologies. A charismatic teacher who uses interactive methods, analytical assignments, project-based learning, and reflective questions can influence cognitive engagement more strongly than a teacher who relies only on expressive explanation.

The study also highlights the ethical dimension of teacher charisma. In some interpretations, charisma may be associated with dominance, influence, or personal attractiveness. However, in pedagogical practice, charisma must be based on respect, fairness, responsibility, and professional integrity. Students are sensitive to whether the teacher's influence is sincere and pedagogically meaningful. If charisma is used only to impress students, it may have a temporary effect. If it is grounded in competence and care for students' development, it becomes a stable factor of educational quality.

The results have practical implications for higher education institutions in Uzbekistan. Teacher professional development programs should include training in pedagogical communication, emotional intelligence, public speaking, feedback culture, classroom interaction, and student motivation. Teachers should be encouraged to reflect on their communication style, emotional tone, and ability to create an inclusive learning atmosphere. At the same time, universities should avoid reducing charisma to entertainment or external expressiveness. The goal is to develop pedagogically responsible charisma that strengthens students' academic motivation and professional development.

Another important implication is the need to connect teacher charisma with digital and hybrid learning environments. In modern higher education, part of communication increasingly takes place through digital platforms. Therefore, teacher charisma should also be expressed through online communication, video lectures, feedback messages, digital discussions, and virtual consultations. A teacher's ability to maintain clarity, emotional presence, and supportive interaction in digital environments is becoming an important aspect of contemporary pedagogical competence.

The study has certain limitations. The data were based on students' self-reported perceptions, which may be influenced by personal preferences, subject difficulty, or previous academic experience. The sample was limited to pedagogical higher education institutions, so the findings may not fully represent all fields of higher education in Uzbekistan. Future research may include classroom observations, teacher interviews, experimental designs, and comparison between different academic disciplines. It would also be useful to study how teacher charisma influences long-term academic achievement, professional identity formation, and students' readiness for independent learning.

Teacher charisma is a significant pedagogical factor that influences student engagement in higher education. The empirical study conducted in the context of Uzbekistan shows that students are more emotionally, behaviorally, and cognitively engaged when they perceive their teachers as expressive, competent, respectful, fair, supportive, and inspiring. The strongest influence of teacher charisma is observed in emotional engagement, especially in students' interest in the subject, enjoyment of learning, and positive classroom experience. Behavioral engagement is also strengthened through increased participation, readiness to ask questions, and regular preparation for classes.

At the same time, teacher charisma should not be understood as an innate or purely personal quality. It is a professional pedagogical capacity that can be developed through communication skills, emotional intelligence, reflective practice, ethical responsibility, and student-centered teaching methods. Charisma becomes educationally valuable when it is connected with subject competence, methodological clarity, fairness, and sincere concern for students' development.

In the context of higher education reforms in Uzbekistan, developing teacher charisma can contribute to improving the quality of teaching and increasing students' active participation in learning. Higher education institutions should therefore include pedagogical communication, motivational strategies, emotional culture, and interactive teaching methods in professional development programs for teachers. When combined with effective methodology and academic rigor, teacher charisma becomes a powerful mechanism for strengthening student engagement and creating a more dynamic, humanistic, and productive educational environment.

**References**

Vol. 9, № 1. – P. 4–8.

1. Абдуллаева Ш.А. Педагогик маҳорат. – Тошкент: Фан ва технология, 2019. – 196 б.
2. Азизходжаева Н.Н. Педагогик технологиялар ва педагогик маҳорат. – Тошкент: Ўзбекистон ёзувчилар уюшмаси Адабиёт жамғармаси, 2006. – 160 б.
3. Ишмухамедов Р.Ж., Юлдашев М.А. Таълим ва тарбияда инновацион педагогик технологиялар. – Тошкент: Nihol, 2013. – 278 б.
4. Кан-Калик В.А. Учителю о педагогическом общении. – Москва: Просвещение, 1987. – 190 с.
5. Леонтьев А.А. Педагогическое общение. – Москва: Знание, 1979. – 48 с.
6. Маркова А.К. Психология труда учителя. – Москва: Просвещение, 1993. – 192 с.
7. Митина Л.М. Психология профессионального развития учителя. – Москва: Флинта, 2014. – 320 с.
8. Мудрик А.В. Общение в процессе воспитания. – Москва: Педагогическое общество России, 2001. – 320 с.
9. Рубинштейн С.Л. Основы общей психологии. – Санкт-Петербург: Питер, 2002. – 720 с.
10. Слостенин В.А., Исаев И.Ф., Шиянов Е.Н. Педагогика. – Москва: Академия, 2013. – 608 с.
11. Bass В.М. Leadership and Performance Beyond Expectations. – New York: Free Press, 1985. – 256 p.
12. Bryman A. Charisma and Leadership in Organizations. – London: SAGE Publications, 1992. – 198 p.
13. Fredricks J.A., Blumenfeld P.C., Paris A.H. School Engagement: Potential of the Concept, State of the Evidence // Review of Educational Research. – 2004. – Vol. 74, № 1. – P. 59–109.
14. Kuh G.D. What Student Engagement Data Tell Us About College Readiness // Peer Review. – 2007. –
15. Mazer J.P. Associations among Teacher Communication Behaviors, Student Interest, and Engagement // Communication Education. – 2013. – Vol. 62, № 1. – P. 86–96.
16. Patrick B.C., Hisley J., Kempler T. “What’s Everybody So Excited About?” The Effects of Teacher Enthusiasm on Student Intrinsic Motivation and Vitality // The Journal of Experimental Education. – 2000. – Vol. 68, № 3. – P. 217–236.
17. Trowler V. Student Engagement Literature Review. – York: Higher Education Academy, 2010. – 70 p.
18. Wentzel K.R. Teacher-Student Relationships and Adolescent Competence at School // Handbook of Competence and Motivation. – New York: Guilford Press, 2005. – P. 297–314.