

TEACHER CHARISMA AS A FACTOR OF STUDENT ENGAGEMENT IN UZBEK HIGHER EDUCATION INSTITUTIONS

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Abstract: *This study investigates the relationship between teacher charisma and student engagement in higher education institutions in Uzbekistan. Teacher charisma is considered a crucial soft skill that influences students' motivation, participation, and learning outcomes. The purpose of this research is to examine how students perceive teacher charisma and how it affects behavioral, emotional, and cognitive engagement.*

A quantitative research design was employed. Data were collected from 120 undergraduate students using a structured questionnaire based on a five-point Likert scale. Statistical analysis, including correlation and regression analysis, was conducted to determine the relationship between variables.

The findings reveal a significant positive relationship between teacher charisma and all dimensions of student engagement. The results indicate that charismatic teachers enhance students' active participation, emotional involvement, and cognitive investment in learning. The study highlights the importance of developing charismatic competencies in teacher education programs and provides practical implications for improving teaching effectiveness.

Keywords: *teacher charisma, student engagement, higher education, soft skills, Uzbekistan, quantitative study*

Introduction

In recent years, increasing attention has been paid to the role of teachers' personal and interpersonal qualities in enhancing the effectiveness of the educational process. Among these qualities, teacher charisma has emerged as a significant factor influencing student engagement and academic success.

Charisma in teaching refers to the ability of educators to inspire, motivate, and emotionally connect with students. In higher education, where student engagement is a key determinant of learning outcomes, the presence of charismatic traits in teachers can significantly improve the quality of instruction.

Despite the growing interest in soft skills in education, the concept of teacher charisma remains underexplored, particularly in the context of Uzbekistan. Therefore, this study aims to investigate the relationship between teacher charisma and student engagement in higher education institutions.

Literature Review. Teacher charisma is often associated with personal attractiveness, confidence, expressiveness, and the ability to communicate

effectively. According to previous studies, charismatic teachers are more likely to create a positive learning environment and foster student motivation.

Student engagement is a multidimensional construct that includes:

behavioral engagement (participation), emotional engagement (interest and feelings), cognitive engagement (investment in learning). Research indicates that teachers' communication style, enthusiasm, and emotional expressiveness significantly affect student engagement. However, limited empirical research has been conducted to examine the direct relationship between teacher charisma and student engagement, especially in Central Asian educational contexts.

This study attempts to fill this gap by providing empirical evidence from Uzbekistan.

Methodology Research Design. A quantitative research approach was used to examine the relationship between teacher charisma and student engagement.

Participants The study involved 120 undergraduate students from higher education institutions in Uzbekistan.

Instrument

Data were collected using a structured questionnaire consisting of two parts:

Teacher Charisma Scale (10 items)

Student Engagement Scale (15 items)

A five-point Likert scale (1 = strongly disagree, 5 = strongly agree) was used.

Data Analysis

Data were analyzed using:

Descriptive statistics

Correlation analysis

Regression analysis

Results

The results of the study indicate a strong positive relationship between teacher charisma and student engagement.

Correlation analysis showed that teacher charisma is significantly related to:

behavioral engagement ($r = 0.62$)

emotional engagement ($r = 0.68$)

cognitive engagement ($r = 0.64$)

Regression analysis confirmed that teacher charisma is a significant predictor of student engagement ($p < 0.05$).

These findings suggest that higher levels of perceived teacher charisma lead to increased student participation, interest, and cognitive involvement.

Discussion. The findings of this study are consistent with previous research indicating that teachers' interpersonal and emotional competencies play a crucial role in enhancing student engagement. Charismatic teachers are more likely to:

create a supportive learning environment, increase students' motivation,

encourage active participation. In the context of Uzbekistan, where traditional teaching methods are still prevalent, integrating charismatic teaching practices can significantly improve the quality of education.

Conclusion. This study demonstrates that teacher charisma is a significant factor influencing student engagement in higher education. The results highlight the importance of developing charismatic qualities in teachers as part of professional training programs. Educational institutions should consider incorporating soft skills development into teacher education curricula to enhance teaching effectiveness and student outcomes.

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