

A Study Charismatic Leadership Of School Heads Regarding Humility

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ABSTRACT

The study focused on examining the charismatic leadership of heads concerning humility, specifically in the district of Dera Ghazi Khan. The research, adopting a descriptive design, utilized a population of 1536, including female and male heads, teachers, and students from public schools. A self-administered research tool, validated through a pilot study, collected data employing a Likert-type rating system. Results indicate a significant difference between male and female private school teachers, heads, and principals regarding charismatic leadership. The analysis also revealed distinctions between males and females in public school heads, teachers, and administration. Principals, particularly at the secondary school level, were recognized as academic leaders influencing motivation and attraction to schools. The study employed data analysis techniques such as simple percentage, mean, standard deviation, t-tests, and ANOVA. Notably, while both genders demonstrated charismatic communication, females exhibited more charisma in humility, empathy, vision, respect, creativity, empowerment, honesty, care for others, emotional intelligence, and problem-solving.

Keywords: Gender, Comparison, Administration, charismatic leadership, Public secondary school.

INTRODUCTION

Background of the Study

The term "charisma," originally rooted in religion, was reintroduced into the realms of politics and society by Max Weber in the early 20th century, signifying a "gift of grace." Its resurgence gained notable attention in various fields such as psychology, commercial management, political science, trade companies, and directive studies in the mid-20s. The evolving understanding of charisma led to variations in its definition and explanation. Charisma is recognized as a significant ability to capture attention, influencing

those around us. Identifying someone as charismatic is relatively straightforward, and it serves as a powerful trait that authentically impacts people. Individuals with charisma inspire others to be industrious, and charismatic leadership, characterized by cooperation, coordination, and commitment, exerts a positive influence on those it touches.

Charismatic leadership encompasses various qualities, and humility is a key attribute that significantly influences a leader's effectiveness. Within this leadership style, humility is recognized for fostering a positive and empowering

organizational environment. Block (2016) emphasizes that humble leaders genuinely acknowledge their limitations, prioritize collective success over personal glory, and are open to learning from others. Byerly (2014) further underscores the importance of humility in heads demonstrating charismatic leadership, stating that it enhances team connection, inspires trust, and cultivates a collaborative culture. Humble leaders actively seek feedback, admit mistakes, and prioritize the group's needs over personal ego, contributing to a more inclusive and supportive work environment. This alignment of charismatic leadership with humility not only enhances leaders' credibility but also positively impacts overall organizational dynamics, creating a sense of shared purpose among team members (Bell & Goldsmith, 2013).

In the realm of charismatic leadership, the infusion of humility in the behavior of heads plays a pivotal role in shaping organizational culture and employee engagement. Humility in leaders, as highlighted by Byerly (2014), involves a genuine acknowledgment of personal limitations, a willingness to learn from others, and a commitment to fostering a collaborative environment. Within this framework, charismatic leaders who exhibit humility are more likely to be perceived as approachable and authentic, creating a conducive atmosphere for open communication and idea sharing (Bunglowala & Bunglowala, 2015). This approach resonates with the idea that humility allows leaders to connect with their team on a deeper level, promoting a shared sense of purpose and commitment to collective success (Bellou, 2011). Consequently, in the context of heads demonstrating charismatic leadership with humility, there is a reciprocal relationship between the leader's genuine humility and the team's motivation and dedication.

The Rationale of the Study

Flynn and Staw (2004) Researcher has conducted a study to analyze the prevailing perception of charismatic leadership influencing the educational style during this circumstance. This study to be carried out is taken into consideration for the value judgment of the impact of the independent over dependent variable or analysis will further explore whether the expectations of institution heads, parents, and teachers are satisfied and met in the best interest of each stakeholder accordingly. The researcher further carried out a professional analysis that helped in understanding and evaluating this achievement and progress level varying from average to excellent heads of the schools at the secondary level. This study was conducted first time in the district of Dera Ghazi Khan to know the charismatic leadership of the heads of public secondary schools. This study was very helpful for all education sectors.

Further, the study shed light on the below-average heads of the schools, evaluating whether this charismatic leadership adds to their incompetency by making academic consistency more challenging for them. Our analysis further investigated the school's effectiveness of the daily educational sessions and whether the conventional style of leadership is more effective than the charismatic leadership system.

Statement of the Problem

A leader can create a big change in doing responsibilities in the interior department of the school at huge, therefore significantly having an emotional impact on school performance development. The researcher is willing to find the Charismatic leadership style of secondary school heads under the umbrella of twelve key variables i.e. communication, humility, empathy, respect, vision, honesty, care of others,

creativity, emotional intelligence, self-motivation, empowering others, and problem-solving. The problem of the study was “a gender-based comparative study of the Charismatic leadership of public secondary school heads of Dera Ghazi Khan”. There was increasing recognition of the vital role heads play in the active Supervision of the schools.

Objectives of the Study

The objectives of the research study were given:

1. To know the observations of participants (students, teachers & heads) from the perspective of the humility of secondary school heads of D.G. Khan.
2. To discriminate the observations of participants (students, teachers & heads) from the perspective of the charismatic leadership of secondary school heads of D.G. Khan.
 - a. To discriminate the observations of participants (students, teachers & heads) from the perspective of the humility of secondary school heads of D.G. Khan.

Research Questions

The following were the research questions of the study:

1. What were the observations of participants (students, teachers & heads) from the perspective of the charismatic leadership of secondary school heads of D.G. Khan?
 - a. What were the observations of participants (students, teachers & heads) from the perspective of the humility of the secondary school of D.G. Khan?

Research Hypotheses

The following null hypotheses were tested through this research study:

1. No significant difference occurs among the observations of participants

(students, teachers & heads) from the perspective of the charismatic leadership of secondary school heads of D.G. Khan.

- a. No significant difference occurs among the observations of participants (students, teachers & heads) from the perspective of the humility of secondary school heads of D.G. Khan.

Significance of the Study

The following reasons were the significance of the study:

1. This exploration was to decide the effect of different charismatic leaders in the future and whether it is beneficial or not.
2. The study was to inspect the feedback of educational approaches whether helpful or harmful.
3. If the feedback is negative we need to improve our educational approaches for better consequences.

Delimitation of the Study

The current study was delimited to:

1. Only male and female public secondary school stakeholders in Southern districts of Dera Ghazi Khan.
2. Only the Principals/vice-principals, teachers, and students of public secondary schools were the stakeholders of the study.
3. Only the given variable i.e. humility

LITERATURE REVIEW

Leadership

A person who makes people follow him through his attitude and talent is called a leader. Every person who captivates the hearts of people with his leadership skills and can do things that no one else can do is the best leader. The best leader is the one who helps his followers to succeed in any situation. It is a sign of a great leader that he can adjust the situation according to the

needs set the direction and create a vision. A leader should create a map that not only wins for him but also for his whole team. Such a leader is very passionate, dynamic, and inspiring for his team. He never lets his followers lose. He wants the success of his followers at all costs. Leadership is more effective when it comes from the bottom up than when it comes from the top down (Cappelli, 2010).

Charismatic Leadership

Charismatic leadership is a beautiful form of leadership that is based on persuasion or helps them get the most out of everyone who works for them, so it's also a bit charming. These leaders have a certain charisma in their personality and believe in the completion of their every task and develop this in their followers. A charismatic leader enthusiastically and actively motivates his followers to solve strong problems (Barbuto, 2005).

Conger (2011) the most influential of these leadership styles is charismatic leadership, which conveys a vision that inspires and helps people build themselves and the company grow. Charismatic leadership is about caring for the community, and according to Lindor, in this leadership, the leader can adapt to his followers and is about an agile way of leading according to the needs of the organization.

History of Charismatic Leadership

Eatwell (2014) the theory of charismatic leadership can be known from the research of Max Weber who was a German sociologist in 1922. Weber disagreed that people value authority with political responsibility and concluded that people follow leaders because they want to see their leadership as powerful and fair and that leaders conform to them. Doing your job well

Weber stated that charisma is more determined by appearance than by action.

He discussed three things that are found in a charismatic leader. First, the psychological dimension consists of his inner qualities, the second quality is the social aspect which is driven by many sources and makes the leader and the third is the relationship between the leader and his followers, i.e. the relational dimension. Then in his 1958 book "The Legitimate Rule", he explained how charismatic leaders are capable of forming excellent relationships with their followers that are highly emotional, and how if they are breached, they lose both status and importance.

House et al. (2004) discuss in an article expanding on Max Weber's theory that charismatic leaders have certain qualities that draw people to them. Charismatic leaders, their enthusiasm, vision, and commitment are of great importance and their followers cannot but be inspired by them. Some of the most famous charismatic leaders are Martin Luther, Apple founder Steve Jobs and President Barack Obama.

Charismatic Leadership with Other Leadership

Ehrhart and Klein (2001) every leader has a special personality that plays an important role in influencing and motivating employees. It depends to a great extent on the leader and what kind of personality he has. Lean charismatic leader's personality is slightly different from the rest of the leaders in that they have certain characteristics that allow them to connect with people on different levels. Being able to do this helps in the development of the company and its initiatives, but also motivates the employees to a great extent. The main characteristic of charismatic leadership is that it relies on a clear vision and in this leadership, the leader's approach is traditional emphasizes exploration, and is less rigid.

Humility regarding Charismatic Leadership

Wens and Hekman (2012) are a magnetic and inspiring presence, charismatic leaders who exhibit humility stand out by acknowledging their limitations, valuing the contributions of others, and fostering a sense of equality. Humble charismatic leaders are not driven solely by personal glory; instead, they focus on the collective success of the team or organization. By expressing vulnerability, admitting mistakes, and sharing credit with others, these leaders create an environment of trust and authenticity. This combination of charisma and humility can enhance the leader's appeal and contribute to the long-term commitment of followers.

Awareness about anything has its importance. But situational awareness about anything has its charm and be helpful for any matter. It is also a function of emotional intelligence as it is existence attentive to oneself, the set of people, the activities of everyone, and the collective forces at work. People who are situational aware have their aim to concentrate externally as they attempt to engage (i.e. learn) new the situation (Green, 2012).

Byerly (2014) humble people recognize their value. They give preference to others at first. As a result, humble people don't want to prefer themselves before others just to express their feelings about how much they are familiar with. As an alternative, humble people understand that not one person cares how much they recognize awaiting those people to distinguish how much they are liked.

Tucker and Toker (2016) Humility is the proper key to the attainment of anything. Many successful people are unable to find their approach at times. They over and over again hold and overdo the fruits of achievement. Humility stops this

overconfidence and self-indulging setup. Humble people stake acknowledgment and prosperity, continuing attentive and starving to continue the journey of attainment.

RESEARCH METHODOLOGY

Design of the Study

This study used a descriptive research design as its methodology. Oyinloye and Gbenedio (2010), this design strives to describe and methodically record the present condition of a certain phenomenon or population. It entails taking note of, measuring, and evaluating data to learn more about existing circumstances, actions, attitudes, or beliefs. Finding charismatic leadership at secondary schools in the southern districts of D.G. Khan was the study's goal or purpose.

The study, titled "Charismatic Leadership of School Heads Regarding Humility," employed a descriptive research design with the primary objective of systematically and accurately analyzing the perceptions of principals, teachers, and students. Following Rahi et al.'s (2019) definition, a descriptive research design is a non-experimental scientific approach that aims to observe, document, and analyze the characteristics of a phenomenon or group without manipulating variables. This design provides a detailed depiction of the existing state of affairs, addressing questions related to "what," "who," "when," and "where." Using methods like surveys, case studies, and content analysis, descriptive research aims to offer a comprehensive and accurate portrayal of observed variables. This design proves valuable for presenting the current status of a subject, collecting data, and generating hypotheses without intervening in the natural setting.

Population

The term "population" in a research study refers to an amalgamation or totality of all items, participants, or subjects that have particular common traits, and the population in a research study is typically a sizable group of objects or humans that are

the major focus of the research study (Rahi et al, 2019). The survey covered all male and female secondary school Principals, teachers, and students in D.G. Khan's southern district.

Table#1: Population of the study

Districts	No of Schools		Stakeholders					
			Students		Principals		Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
D.G.Khan	100	62	17014	13547	100	62	2230	1720
Total	162		30561		162		3950	

Source: Esdss: Annual School Census (2019-20)

Sample of the Study

A small part of the whole population is known as the sample. A subset or unit of the entire population is the sample. In other words, a sample of that population or collection is defined in statistical jargon as

a small quantity picked from a large collection that accurately and accurately represents the full collection (Suri, 2011). In the present following was the sample of the study according to Krejcie & Morgan's (1970) table.

Table#2: Sample of the Study

Districts	No of Schools		Stakeholders					
			Students		Principals		Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
D.G.Khan	80	56	377	375	80	56	331	317
Total	136		752		136		648	

Sampling Techniques

The selection of Principals, teachers, and students was done using a stratified random sample technique. Stratified random sampling is a research method that ensures the representation of diverse subgroups, or strata, within a population. It involves dividing the population based on characteristics like age or gender, selecting random samples independently from each stratum, and combining them to form a representative final sample (Creswell & Creswell, 2017).

social science, particularly in the design of survey research. The questionnaire consists of a set of statements and inquiries about specific phenomena that must be confirmed by the respondent.

Mode of Data Collection

Research Instrument

The research tool for gathering data is a questionnaire. Creswell (2014), the instrument is one of the crucial parts of

After deciding on public secondary schools in D.G.KHAN's Southern District. Principals, teachers, and students of secondary schools in the southern districts of D.G. Khan provided the information. Using a stratified random selection procedure, the researcher selected the school Principals, teachers, and students. The researcher then personally visited the selected school to gather data from the school principals, teachers, and students.

Validity of Research Tool

Tools for rating on a five-point Likert scale were created and validated. These resources were sought from prior research, office personnel, and highly experienced teachers. Fifteen education experts reviewed the device's context to ensure its accuracy.

First of all, the researcher created a questionnaire with ninety-two questions. In the second stage, the experts evaluated the linked regions' grading scale, which had three choices: approved, need some improvement, and rejected. Following helpful comments, the language corrections, grammatically incorrect questions, and term mixing were made. Following the advice of experts, certain things were dropped, leaving eighty-eight items.

Pilot Testing

Hinton et al. (2004), we should use the least sample size if we wish to quickly determine the standard deviation. This scale was then able to be used for the pilot testing after the validity testing procedure and device construction. A research of a sample of 1536 stakeholders, including 648 teachers, 136 Principals, and 752 students from various schools in a chosen district, D.G.KHAN was conducted.

Reliability of Research (Cronbach's Alpha Coefficient)

The measurement of supplements with the best outcomes and accurate values is what is meant by the term 'reliability'. It provides evidence of the accuracy, reliability, and validity of the research (Mohajon, 2018). The Cronbach Alfa showed an interior consistency coefficient of 0.780 for the 84 objects that fluctuated.

Methods of Data Collection

Data collection after replies is one of the key stages of the quantitative research methodology. Due to the nature of the study, a measurable research approach was adopted, and the respondent was given a questionnaire. The researcher collected data by using the technique of personally visiting the secondary schools. After verifying the respondents' contact information and residential addresses, the researcher personally collected data from respondents in D.G.KHAN. The response rate was deemed acceptable.

Statistical Analysis

These resulting methods for the analysis of data were employed:

1. The data analysis also employed a simple percentage.
2. The formula for mean scores was applied. The range of mean values is from 01 to 05 because the researcher used a Five-point Likert scale, any item scoring 2.5 or higher was acceptable.
3. For the data analysis, t-tests, mean, and standard deviation were used. Both a manual calculation and an online calculator were used to determine the t-statistics score.
4. To examine the differences between different stakeholders, ANOVA was also performed.

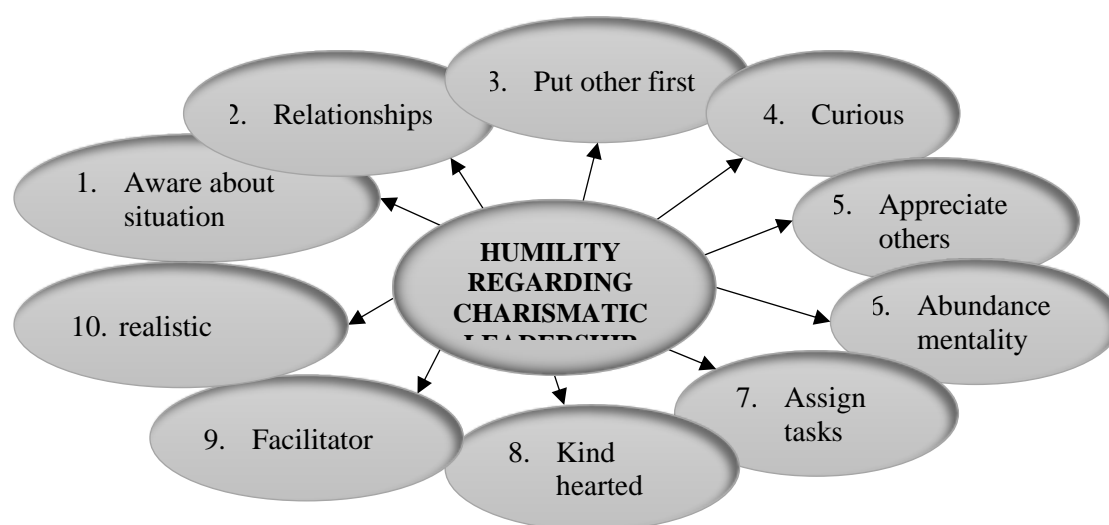
Atta (2014) to check the average, an arithmetic mean can be used and a population-mean t-test can be used (p.69). Chaudhary (1996) in so many situations the variance of the population (σ^2) is usually

known and a t-test can be used by using collected sample data. “Testing hypotheses about differences of means of two normal populations but unknown” (P.249)

Conceptual Framework of Research

According to Sipe (2004), a conceptual framework is a web of related ideas that collectively paint a picture of a phenomenon or set of experiences encountered in everyday life. An examination of the literature on pertinent theories leads to the creation of a conceptual framework. As a result, it opens the door for the application of scientific knowledge in a visual manner, bridging the gap between theory and practice.

Figure#1: Conceptual Framework of the Study



Table#3: Replies of participants about Charismatic Leadership Regarding Humility. (Inline objective 1b)

Stakeholders	Gender	Humility										Total Respondents
		SA		A		UD		DA		SDA		
		F	%	F	%	F	%	F	%	F	%	
Principals	F	9	16.07	41	73.21	1	1.78	4	7.14	1	1.78	56
	M	9	11.25	12	15.00	9	11.25	48	60.00	2	2.5	80
Teachers	F	30	9.06	252	76.13	12	3.62	26	7.85	11	3.23	331
	M	13	4.10	24	7.57	10	3.15	242	76.34	28	8.83	317
Students	F	34	9.06	294	78.4	5	1.33	40	10.60	2	0.53	375
	M	4	1.06	38	10.79	7	1.85	295	78.24	33	8.75	377

The above table specify the Stakeholder's Observation of the standard female and male percentage of principals who agreed on charismatic leadership from the perspective of humility was 73.21 % female and 15 % male. The standard female and male percentage of principals who disagreed on charismatic leadership in the perspective of humility was 7.14 % female and 60 % male. While male and female teachers those were agreed on charismatic leadership from the perspective of humility

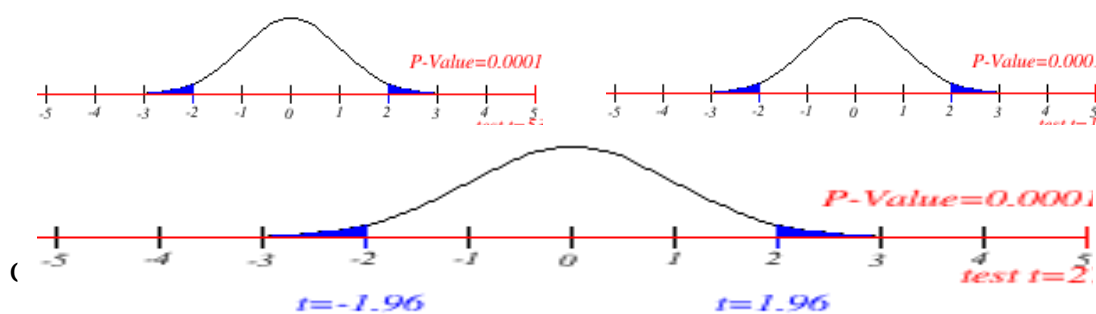
76.13 % female and 7.57 % male. On the other hand, teachers who disagreed with charismatic leadership from the perspective of humility were 7.85 % female and 76.24 % male. Teachers who were undecided were 3.62 % and 3.15 %. While students who agreed were 78.40 % female and 10.79 % male. Of those students who did not agree on charismatic leadership from the perspective of humility, 10.60 % were female and 78.24 % were male.

Table#4 Charismatic Leadership of School Heads regarding Humility

Stakeholders	Gender	A. Humility			Gender Comparison			Stakeholders Comparison		
		N	Mean	S.D	t _{cal}	t _{tab}	P-value	F _{cal}	F _{tab}	P-value
Principals	F	56	3.94	0.39	15.0741	±1.96	0.000	59.63	2.60	0.0001
	M	80	2.72	0.51						
Teachers	F	331	3.90	0.35	53.9835	±1.96	0.000			
	M	317	2.10	0.49						
Students	F	375	3.45	0.33	27.4977	±1.96	0.000			
	M	377	2.60	0.50						

The above table displays mean values for 'humility' within the charismatic leadership framework, ranging from 01 to 05. The calculated mean values vary from 2.10 to 3.94, indicating a positive impact of humility from the charismatic leadership perspective. Regarding gender differences among respondents (Principals, Teachers & Students), the t-calculated values are 15.0741, 53.9835, and 27.4977, and with corresponding P-values are 0.000, 0.000,

and 0.000, respectively. These results suggest significant differences, as outlined in the table above. Similarly, for differences in stakeholders' perception (principals, teachers, and students), the F-calculated value (59.63) is less than the F-tabulated (2.60), and the P-value 0.0001 is less than 0.05. These values collectively indicate no significant difference in stakeholders' perceptions.

Figure#2: Charismatic Leadership of School Heads Regarding Humility

All variables of charismatic leadership are discussed below:

Discussions Charismatic leadership of heads regarding humility

Charismatic leadership, when viewed through the lens of humility, reflects leaders who possess a modest and unassuming demeanor while still inspiring and influencing others. Humble charismatic leaders exhibit a genuine concern for the well-being of their followers and prioritize collective success over personal recognition. They acknowledge the contributions of others, share credit for successes, and are open to feedback and collaboration. In the context of humility, charismatic leaders demonstrate a willingness to learn from others, admit mistakes, and value diverse perspectives. This approach fosters a positive organizational culture and enhances followers' trust and loyalty. By integrating humility into their charismatic leadership style, leaders can create a more inclusive and collaborative work environment, ultimately contributing to the overall effectiveness of the leadership process. The provided reference further explores the dynamics of expressed humility in organizational settings (Owens, Johnson, & Mitchell, 2013).

Conclusion Charismatic leadership of heads regarding humility

The result of the study shows that the standard female and male percentage of

principals who agreed on charismatic leadership from the perspective of humility was the standard female and male percentage of principals who agreed on charismatic leadership from the perspective of humility was females came out to be curious, positive thinkers, optimistic, and having a cultivated mind and good admiration of subordinates as compared to males who have these qualities but not up to the levels of females.

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