

# Exploring Charismatic Leadership as a Strategy for Improving Teacher Performance: A Systematic Literature Review

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## ABSTRACT:

*This study aims to examine the role of charismatic leadership as an effective strategy in improving teacher performance through a systematic review of the latest literature. Charismatic leadership has long been considered a potential strategy for improving teacher performance in educational contexts. This study aims to systematically review the literature on charismatic leadership using a Systematic Literature Review (SLR) approach to identify its antecedents, implications, and limitations. The results of the review indicate that certain personality traits, such as agreeableness, persistence, and cognitive ability, are consistent predictors of idealized influence, while extroversion is more dominant in influencing inspirational motivation. Empirical evidence also supports that charismatic leadership can increase teachers' extra-role behaviors (OCB), improve task performance, and positively impact performance outcomes at both the group and educational organization levels. These findings confirm the important role of charismatic leadership in professional and service contexts in education, and its implications for leadership selection and training practices. However, the results also reveal significant limitations, including heterogeneity in definitions and measurement instruments, the predominance of cross-sectional research designs with self-reports, and the lack of a multilevel approach to analysis. Therefore, further research is needed to adopt longitudinal, experimental, and multilevel designs to achieve a more comprehensive, valid, and applicable understanding of the role of charismatic leadership in education. The results of this study provide a theoretical and practical basis for leadership development and the design of training programs for teachers.*

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**ABSTRAK:**

Penelitian ini bertujuan untuk menelaah peran kepemimpinan karismatik sebagai strategi efektif dalam meningkatkan kinerja guru melalui kajian sistematis terhadap literatur terbaru. Kepemimpinan karismatik telah lama dianggap sebagai salah satu strategi potensial untuk meningkatkan kinerja guru dalam konteks pendidikan. Studi ini bertujuan menelaah secara sistematis literatur terkait kepemimpinan karismatik dengan pendekatan Systematic Literature Review (SLR) guna mengidentifikasi anteseden, implikasi, serta keterbatasannya. Hasil telah menunjukkan bahwa sifat kepribadian tertentu, seperti kesepakatan, ketekunan, serta kemampuan kognitif, merupakan prediktor yang konsisten bagi idealized influence, sementara ekstroversi lebih dominan memengaruhi inspirational motivation. Bukti empiris juga mendukung bahwa kepemimpinan karismatik mampu meningkatkan perilaku ekstra-peran guru, memperbaiki kinerja tugas, serta berdampak positif pada capaian kinerja di tingkat kelompok maupun organisasi pendidikan. Temuan ini menegaskan peran penting karisma dalam konteks profesional dan layanan pendidikan, serta implikasinya terhadap praktik seleksi dan pelatihan kepemimpinan. Namun, hasil kajian juga memperlihatkan keterbatasan signifikan, antara lain heterogenitas definisi dan instrumen pengukuran, dominasi desain penelitian cross-sectional dengan self-report, serta kurangnya pendekatan multilevel dalam analisis. Oleh karena itu, penelitian lanjutan perlu mengadopsi desain longitudinal, eksperimen, dan multilevel agar pemahaman tentang peran kepemimpinan karismatik dalam pendidikan menjadi lebih komprehensif, valid, dan aplikatif. Hasil penelitian ini menjadi landasan teoritis dan praktis bagi pengembangan kepemimpinan serta perancangan program pelatihan bagi para guru.

**Kata kunci:** *Kepemimpinan karismatik, PRISMA, Tinjauan pustaka sistematis, Kinerja guru, Pengembangan sumber daya manusia.*

**INTRODUCTION**

Charismatic leadership is a type of leadership that influences the behavior of subordinates through their charm and attractiveness (House, 1977). This type of leadership is crucial for driving organizational change, fostering creativity, and achieving performance goals. The relationship between KP and creativity and performance has attracted significant attention from academics (Bass, 1985; McClelland & Boyatzis, 1982). However, there are still substantial gaps and deficiencies in understanding how charismatic leadership influences



creativity and performance (Zhang & Xia, 2011), especially regarding the multilevel perspective in different contextual settings (i.e., "situational opportunities or constraints that influence the occurrence and meaning of organizational behavior and the functional relationships between variables," (Johns, 2006). Nevertheless, a comprehensive understanding of how charismatic leadership contributes to teacher performance within the educational context remains limited, particularly when examined through a systematic review approach.

In contemporary research, investigating individual-level factors can provide more direct insights into employees' attitudes, behaviors, and active engagement in the workplace (Seong & Choi, 2023). Conger & Kanungo (1997) observed that charismatic leadership are uncomfortable maintaining the status quo and tend to take decisive action to change. Charismatic leadership, who are sensitive to environmental changes and exhibit nonconformist behavior (Conger et al., 2000), can influence subordinates to emulate their personal risk-taking and unconventional behavior, in line with social learning theory (Bandura, 1977). By encouraging employees to adopt attitudes and behaviors related to risk and change through leadership actions, the self-confidence and psychological safety necessary to navigate creative risks are enhanced (Guzzo et al., 1993), thus fostering individual creativity. Consequently, task performance is also impacted (Oldham & Cummings, 1996). However, individuals in organizations are exposed to a variety of management practices beyond leadership styles (Chiang et al., 2015). Scholars in human resource management have proposed that exploring the interactive effects of these management practices is crucial to understanding how organizations influence group member behavior (Becker & Gerhart, 1996). From this perspective, the idea emerges that individuals experience interconnected employee management practices that include selection processes, training programs, performance appraisals, compensation schemes, and job design arrangements. This study examines how the interaction between a set of management practices, high-performance work systems (HPWS) (Gong et al., 2010), and CL influences task performance through individual creativity.

Previous studies have investigated strategies that can address these challenges and enhance learners' online engagement (Shah & Bark AS, 2018) (Shah & Barkas, 2018). Blasco-Arcas et al. (2013), argue that technological advances have facilitated more interactive learning environments, where

learners and teachers have modified the way they interact, while Boliger, suggest that teachers can enhance learners' sense of community and support student participation and interaction by guiding online discussions. Such interactions can support student engagement and feelings of satisfaction. In other words, interactive environments that foster rapport and collaboration between learners and teachers enhance learner engagement (Bolliger & Martin, 2018). These learning environments promote learner engagement by fostering direct interaction and relationships with class members, including spontaneity and immediate feedback (Clayton et al., 2010).

Several studies have highlighted the importance of teacher charismatic leadership or the use of technology in interactive online classrooms. For example, Queen (2023), explains that charismatic leadership teachers influence online interactions by increasing student participation in learning activities. Conversely, teachers' use of technology influences these interactions by creating interactive and collaborative learning environments (Lai & Jin, 2021). However, the question of how the combination of these two lecturer characteristics enhances student-teacher interaction and engagement remains underexplored. Specifically, there is a gap in the literature on how teacher leadership complements technology use and interacts with student characteristics to facilitate student engagement and improve learning performance. This study fills this gap by identifying charismatic leadership lecturer and technology use as drivers of online student engagement, and consequently, student learning performance and satisfaction (Hazzam & Wilkins, 2023).

Effective learning is reflected in student creativity and independence, which is achieved through optimal teacher performance. Improving the professional quality of teachers is no easy task. Several factors contribute to suboptimal teacher performance, including: (1) Internal individual factors, including weaknesses in intellectual, psychological, and physical aspects, as well as teacher work motivation; (2) Organizational issues, including the implemented system, group roles, principal leadership, academic supervision, supervisor behavior, and organizational climate; (3) External factors influencing individuals, including family, work environment, organizational climate, economics, politics, law, social structure, the labor market, technology, and associations or organizations (Nurla et al., 2021).

Charismatic leadership is one of the most intriguing, yet elusive, concepts currently being studied by leadership and organizational behavior

researchers. However, the phenomenon's ambiguity and difficulties in measuring it have prevented researchers from fully understanding it (Fuller et al., 1996). Despite the various challenges associated with the study of charismatic leadership, it remains a dominant paradigm in organizational leadership theory and research.

There have been a number of attempts to review and integrate various theories of charismatic leadership. Conger and Kanungo (1997) compiled a collection of works in which some of the major thinkers on charismatic leadership traced the history and conceptualization of the phenomenon (Conger & Kanungo, 1997). Bryman's (1992) review of charismatic leadership theory and research covered various manifestations of the "New Leadership" paradigm and the extent to which they overlap. More recently Bum (1992), House R.J. and Shamir B. (1993), attempted to integrate transformational, charismatic leadership, and visionary leadership theories by incorporating path-goal and self-concept theories.

Most studies linking charismatic leadership to performance have limitations related to the selection of criterion measures and the investigation of moderators. Therefore, this study examines the relationship between charismatic leadership and various performance outcomes under varying levels of environmental dynamism (i.e., level of environmental uncertainty, level of technological change) and per type of Chief Executive (firm owner versus managing director). The results reveal that charismatic leadership is positively related to both common and multisource perceived performance outcomes (i.e., positive subordinate work attitudes) and organizational profitability, but not to organizational liquidity and solvency (de Hoogh et al., 2004).

## METHODS

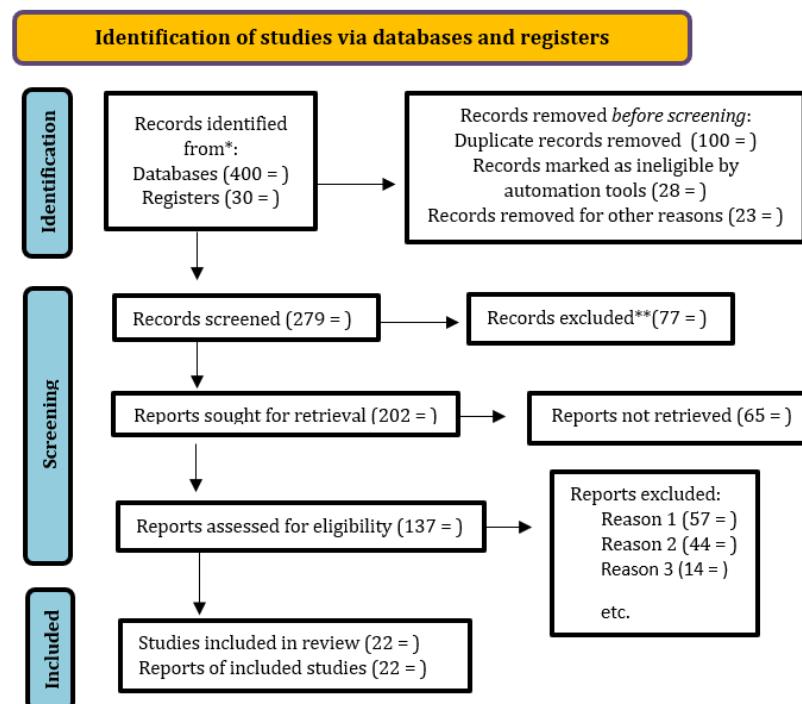
This study employed a qualitative approach using the Systematic Literature Review (SLR) method. This review relies solely on secondary data sources that are publicly available; therefore, ethical approval was not required. Nonetheless, the study adheres to academic ethical standards, particularly concerning proper citation practices and data transparency. Through SLR, researchers are encouraged to explore studies beyond their discipline and network by introducing broader search methods, structured search steps, and standardized inclusion and exclusion criteria.

Open Knowledge Maps and Publish or Perish were utilized for keyword mapping and data extraction. Open Knowledge Maps is an open-source

knowledge visualization platform that assists in identifying and thematically mapping research topics. Meanwhile, Publish or Perish is a bibliometric analysis software that retrieves and processes citation data from various academic databases to support systematic literature analysis. In this case, a journal search using Publish on Perish yielded findings in Scopus and Google Scholar. Several English search keywords were used to search for teacher professional development in improving teaching quality, namely: Cultural Approach, Charismatic Leadership to Teacher Performance, Charismatic Leadership to Teacher Performance.

The author limits the findings in Publish on Perish and Consensus to findings from 2020 to 2024. Consequently, the author identified 430 journals with the aforementioned keywords. In this stage, the author carried out filtering in three stages, namely: The first stage looked at the year of publication, found 279 articles and 77 articles were excluded; The second stage looked at the research object, found 202 articles and 65 articles were excluded; The third stage found 137 articles and 115 articles were excluded which were divided into three focuses, namely 57 from the title, 44 from the abstract, and 14 from the content, then they will be identified using PRISMA as in Figure 1, below:

**Figure 1. Article Selection Process Using PRISMA**



## FINDINGS AND DISCUSSION

### FINDINGS

**Table 1. Research Article Sample**

| Author  | Study Focus  | Method                             | Main Results  | Index                 |
|---|--|------------------------------------|---|-----------------------|
| <b>Washington Machokoto (2020)</b>  | <i>The relationship between charismatic leadership and affective commitment: a systematic review</i>                               | Systematic Review                  | that there is a very close relationship between Charismatic Leadership and Affective Commitment.  | Scopus                |
| <b>Saidah Mohd Said, Sabariah Sharif, Mohd Khairuddin (2023)</b>                                    | <i>Unveiling the Excellent Leadership Qualities and Practices of Principals in Islamic Schools: A Systematic Literature Review</i> | systematic literature review (SLR) | leadership style and cultural influence form a good example   | International Journal |
| <b>Mustafa Ozgenel (2020)</b>   | <i>The Role of Charismatic Leader in School Culture</i>  | Quantitative Research              | Charismatic leadership is significantly positively related to a culture of success, support, mission, and bureaucracy.  | International Journal |
| <b>Ayu Lestari, Ferry Heryadi, Iswahyu Pranawukir, Samuel PD Anantadjaya, Afif Alfiyanto (2023)</b> | <i>Charismatic Leadership of School Principals: Systematic Literature Review Analysis</i>  | Literature Analysis                | Charismatic principal leadership has been shown to have a significant influence in increasing motivation, performance, positive culture, and innovation in schools.                 | Scopus                |
| <b>Lei Xie (2020)</b>   | <i>Leadership and organizational learning culture: a systematic literature review</i>  | Matrix Method                      | Leadership that supports learning plays a vital role in building a culture of learning.   | Scopus                |
| <b>Anissa Lestari Kadiyono, Rezki Ashriyana, Ikhfan Haris (2020)</b>                                | <i>Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era</i>                                     | Quantitative Research              | The leadership of school principals with various styles has been proven to have a positive and significant influence on the performance and professional competence of teachers.    | Scopus                |
| <b>Tony Bush (2019)</b>   | <i>Distributed leadership and the Malaysia Education Blueprint</i>   | Qualitative Research               | MEB encourages distributed leadership, field practice tends to apply an allocative model that resembles delegation rather than the emergent model as recommended in the literature. | Scopus                |
| <b>Abdul Haseeb Tahir, Huami Song, Kashif</b>   | <i>Beyond Hard Skills: A Game-Changer Power of Emotional</i>   | Quantitative Research              | Emotional intelligence acts as a strong predictor of  | Scopus                |

|   |  |                       |   |         |
|---|--|-----------------------|---|---------|
| <b>Abbass, Sehrish Iqbal (2024)</b>   | <i>Intelligence and Charismatic Leadership for Unlocking Performance in Education</i>  |                       | teacher performance with charismatic leadership as a significant mediator.  |         |
| <b>Carmen Tello Aguilar, Yrene Uribe Hernandez, José Castagnola, Brian Meneses (2021)</b> | <i>Perception of Leadership Styles and Teaching Performance at a University of Lima</i>  | Qualitative Research  | Recruiting teachers with transformational or charismatic leadership profiles creates a conducive work environment and results in quality educational services for students.               | Scopus  |
| <b>Robert J. House, Jane M. Howell (2023)</b>   | <i>Personality And Charismatic Leadership</i>  | Quantitative Research | Charismatic leadership can be identified through psychological assessment, predicted from the personality possessed.  | Scopus  |
| <b>George C. Banks, Krista N. Engemann, Courtney E. Williams (2020)</b>                   | <i>A meta-analytic review and future research agenda of charismatic leadership</i>   | Literature search     | Charismatic leadership is an important construct and makes a significant contribution to individual and organizational performance.   | Scopus  |
| <b>Joe Hazzam, Stephen Wilkins (2023)</b>   | <i>The influences of lecturer charismatic leadership and technology use on student online engagement, learning performance, and satisfaction</i> | Quantitative Research | Charismatic lecturer leadership and the use of educational technology play an important role in increasing cognitive, emotional, and behavioral engagement.                               | Scopus  |
| <b>Sakine Sincer, Murat Özdemir (2024)</b>  | <i>Relationship among Teacher Performance, Organizational Loyalty, Charismatic Leadership</i>  | Quantitative Research | Charismatic leadership has a positive influence on teacher performance both directly and through the mediation of organizational loyalty.   | Scopus  |
| <b>Linyuan Zhang, Jee Young Seong, Doo-Seung Hong (2024)</b>                              | <i>The effects of charismatic leadership on performance: exploring key boundary conditions at multilevel</i>                                     | Quantitative Research | Charismatic leadership increases individual creativity when high performance work systems (HPWS) are low and increases group creativity when group performance orientation (GPO) is high. | Scopus  |
| <b>Sri Rahayuningsih, Andi Setiawan, Andi Warisno (2023)</b>                              | <i>The Importance of Kyai Charismatic Leadership in the Formation of Akhlakul Karimah</i>  | Qualitative Research  | The success of Islamic boarding schools in forming the character of students is supported by the role of charismatic leadership of kiai.  | Sinta 2 |

|  |  |  |   |  |                       |
|--|--|--|---|--|-----------------------|
| <b>Afiful Ikhwan, Lalu Abdurrahman, Aldo Redho Syam (2022)</b>     | <i>Kyai's Charismatic Leadership in Shaping Student's Personality at Arrisalah Islamic Boarding Schools of Ponorogo, East Java, Indonesia</i>        | Qualitative Research   | The formation of the quality of teachers and the personalities of students in Islamic boarding schools is greatly influenced by the charismatic leadership of the kiai.   | Sinta 2  |                       |
| <b>Erick Huma, Dr. Elizabeth N. Nduku, Dr. Shem Mwalw'a (2023)</b> | <i>Relationship between Charismatic Leadership and Implementation of Change Management strategies in Private Secondary schools in Nairobi County</i> | Mix Method   | Leadership that is charismatic with creativity, innovation, teamwork, good decision making, as well as commitment and dedication has been proven to have a positive and significant influence on the effectiveness of implementing change management in schools | Scopus   |                       |
| <b>Akrim, (2023)</b>   | <b>Umiarso</b>   | <i>Charismatic Leadership and Silah Rituality in The Educational Culture of Boarding Schools</i>                 | Qualitative Research  | The charismatic leadership of the kiai in the Islamic boarding school forms an educational culture that instills religious and moral values, as well as strong social bonds between leaders, teachers, and students. | Sinta 2               |
| <b>Sulaiman, Sulthon (2024)</b>                                    |  | <i>Kiai Charismatic Leadership In Developing The Mamba'ul Ma'arif Denanyar Islamic Boarding School</i>           | Qualitative Research  | This research confirms that charismatic leadership is based on a transcendental vision and effective communication in conveying shared goals.  | International Journal |
| <b>Alam, Naufal (2024)</b>   |  | <i>Religious Education Practices in Pesantren: Charismatic Kyai Leadership in Academic and Social Activities</i> | Qualitative Research  | Personal charismatic leadership can improve the performance of Islamic boarding school administrators and teachers.  | Sinta 3               |
| <b>Norris, Sharon E (2020)</b>                                     |  | <i>The Business Education of Charismatic Leaders and Good Soldiers</i>   | Qualitative Research  | Charismatic leadership is increasingly important amidst the global crisis because it is able to inspire and motivate and is able to improve employee performance.  | International Journal |

## DISCUSSION

### The Urgency of Charismatic Leadership

Charismatic leadership in educational leaders (principals, deans, senior lecturers) is important because it can: 1) inspire and motivate teachers/lecturers and students, 2) shape a productive school culture, 3) support educational change and innovation, 4) increase teacher engagement and performance and student learning outcomes, but it also needs to be managed to prevent dependency or abuse of authority (Banks et al., 2017). Empirical evidence and theoretical reviews from the Scopus literature support these points. Recently, the literature on charismatic leadership has received considerable criticism (Antonakis et al., 2010), with some calling for researchers to "go back to the drawing board" (van Knippenberg & Sitkin, 2013). However, we argue that these criticisms, while not unfounded, lack foresight because it is difficult to critique the conceptual and empirical literature without first conducting a systematic review in the form of a literature review to identify specific strengths and development needs. Our study makes three main contributions to the literature. First, in this review, we adopt a rigorous and updated definition of charismatic leadership (Antonakis et al., 2012) (basing their definition on a comprehensive review spanning six decades across multiple disciplines). This conceptualization of charismatic leadership also allows us to examine several antecedents and outcomes at the individual factor level (e.g., Idealized Influence - Attributes) rather than the overall charismatic leadership dimension.

In our review of the literature on the factors underlying charismatic leadership, we attempted to avoid endogeneity bias to ensure more objective results. After eliminating this bias, a number of quite complex findings emerged. One unexpected result was that agreeableness was a stronger predictor of idealized influence (both attributes and behaviors) than extraversion, based on a relative weighting analysis. Psychologically, individuals with high levels of agreeableness tend to strive for harmonious relationships and avoid conflict. Therefore, charismatic leadership who possess agreeableness are likely better able to articulate universal values, mitigate differences, and promote harmony in their social environments. These findings offer new directions for theory development, particularly regarding the relationship between agreeableness and future charismatic leadership influence. In the context of Indonesian education, many schools particularly those under foundations or pesantren

operate within work systems that provide limited performance support (*low HPWS*). Under such conditions, charismatic leadership becomes a key factor in fostering teachers' creativity, motivation, and overall performance, as leaders are able to inspire and serve as role models even in the absence of strong structural support. Meanwhile, in schools with a high group performance orientation (GPO), charismatic leadership can strengthen collaboration and enhance collective creativity among teachers. Therefore, charismatic leadership remains highly relevant across diverse educational settings in Indonesia, regardless of the level of systemic or institutional support available.

It is worth emphasizing that cognitive ability and persistence turned out to be stronger predictors of idealized influence (both in the form of attributes and behavior) compared to extroversion. These results emphasize the importance of future theory development that highlights the complex relationship between relatively stable personality characteristics, such as openness, persistence, and cognitive ability, with a leader's idealized influence. Nevertheless, extroversion remains the most dominant predictor of inspirational motivation, when compared to other individual factors tested. This finding is also in line with previous research that shows the potential of extroversion in shaping a leader's charismatic leadership nature, leadership to be trained (Frese et al., 2003), is also useful for identifying individual differences, such as personality traits and cognitive abilities, that can be used to identify potential charismatic leadership.

As a third contribution, this study examines the extent to which charismatic leadership predicts various important work outcomes as assessed by external parties. This finding is a key point and differs from previous studies, as there is still a lack of research that truly confirms the substantive validity of charismatic leadership. The analysis shows that charismatic leadership has the potential to increase positive follower behavior, particularly related to Organizational Citizenship Behavior (OCB), as well as improve task performance as assessed by superiors. Furthermore, the influence of charismatic leadership is also reflected in higher performance achievements at both the group and overall organizational levels.

While the findings regarding the relationship between charismatic leadership and key work outcomes have important practical implications, understanding the contingency factors that may influence this relationship is equally important. The analysis revealed that the leader's position level within

the organization generally does not act as a moderating variable. However, the limited literature available does not allow for adequate testing of other contingency factors. Consequently, this study was also unable to examine a number of contextual factors that could potentially moderate the extent to which charismatic leadership influences these important work outcomes.

### **Practical Implications**

Several findings in this study are important to discuss in terms of their practical implications. First, the results support the existence of a fairly systematic dispositional component in charismatic leadership. Several individual differences resembling personality traits were shown to have a strong relationship in predicting charismatic leadership, while other variables, such as abilities and demographic factors, showed varying effects. These trait-based findings can be used as a reference in developing relevant selection criteria for leader recruitment practices. Second, this study provides additional insight into contexts that require charismatic leadership. While some believe charismatic leadership is less appropriate in collective leadership situations (Yukl, 1999), these findings indicate the opposite. charismatic leadership appears to be particularly important in professional or service environments, particularly when extra-role behaviors (OCBs) are highly valued by frontline employees. More specifically, meta-analytic results indicate that charismatic leadership positively impacts task performance. Furthermore, charismatic leadership has been shown to be an important predictor of performance at both the group and organizational levels, thus having implications for selection practices and leadership training programs at the managerial level. According to (Alladatin et al., 2023), the findings of their review on principal training can serve as a foundation for educational institutions to design leadership training modules that emphasize communication, shared vision, and exemplary conduct.

### **Research Limitations**

First, research on "charismatic leadership as a strategy to improve teacher performance using systematic reviews of the literature (SLR)" uses diverse definitions (charismatic leadership as an attribute vs. behavior vs. follower perception) and different instruments (charismatic leadership scale, transformational- charismatic leadership subscale, etc.). Similarly, measures of teacher performance vary widely (supervisor assessments, self-reports, classroom observations, student grades, teacher OCB). This heterogeneity

makes it difficult to aggregate findings and interpret consistent effects in SLRs/meta-analyses (Hazzam & Wilkins, 2023).

Second, many empirical studies in the educational context are cross-sectional and rely on self-report questionnaires (both for leadership measurement and teacher outcomes), making it difficult to draw causal conclusions (whether charismatic leadership improves performance, or whether high-performing teachers perceive leaders more positively). Furthermore, self-reports increase the risk of common method bias (Sincer & Özdemir, 2024).

Third, educational performance occurs at multiple levels (individual teachers, classrooms, teams of teachers, schools). Many studies only analyze at one level (e.g., individual teacher perceptions) without considering cascading effects (e.g., clustering within schools or teams). Consequently, SLR results that combine studies at different levels can be misleading without multilevel analysis (Eman et al., 2024).

This review has methodological limitations as it only includes English-language articles indexed in databases such as Scopus and Google Scholar. This approach may introduce literature selection bias, as it potentially excludes locally published or non-English studies that could provide valuable contextual insights into teacher leadership and training. Future research is encouraged to broaden the scope of data sources by incorporating regional studies, national policy reports, and literature in local languages. Furthermore, the application of bibliometric network analysis could offer a more comprehensive mapping of research trends, author collaborations, and thematic developments in the field of educational leadership and training.

## CONCLUSION

A systematic literature review on charismatic leadership in educational contexts indicates that this leadership style has significant potential to inspire teachers and lecturers, foster a productive school culture, and enhance individual and collective performance, including extra-role behavior (OCB) and student learning outcomes. Meta-analytic findings also confirm that certain personality traits, particularly agreeableness, persistence, and cognitive ability, are important predictors of the idealized influence dimension, while extroversion plays a more dominant role in shaping inspirational motivation. This opens a new direction for theory development that emphasizes the complex

interrelationships between personality dispositions, charismatic leadership, and leadership effectiveness.

Practically, the research findings support the importance of charismatic leadership in highly demanding professional contexts, thus providing a useful reference for selection, recruitment, and leadership training programs. However, this review also highlights several methodological limitations that need to be addressed, such as heterogeneity in definitions and measurement instruments, the predominance of cross-sectional and self-report study designs that limit causal inference, and the lack of multilevel analyses that consider the complex hierarchies within educational organizations. Thus, although charismatic leadership has been proven to be relevant as a strategy for improving teacher performance, further research development needs to be directed at stronger methodological approaches (including longitudinal designs, experiments, and multilevel analyses) so that understanding of the role of charismatic leadership in education becomes more comprehensive, valid, and applicable.

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