

REVIEW OF CHARISMATIC TEACHER'S PERSONALITY. FOCUS GROUP TESTING

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On the field of education and raising children the personality of the teacher has a significant role. There are teachers who affect children with their personal charm. This effect has been experienced by many, and yet it is not a phenomenon that would have been precisely specified.

Keywords: teaching, personality

Several people have tried to work out what makes a good teacher effective, what characterises the good teacher. Every era has its ideal teacher type, as the teacher conveys social values and norms towards students. Yet, if we review teacher descriptions, we can find several common features in the studies. The ancient Quintilianus (Szabó, Vörös & N. Kollár, 2004) describes the master as a substitute parent who is able to self-discipline and supports with paternal strictness. According to Comenius in the Middle Ages (Szabó, Vörös & N. Kollár, 2004) the teacher is a meek, hard-working, straightforward man, who incites the student to the right behaviour and who cherishes paternal feelings towards them.

Such studies publish long lists of characteristics, of which two sides are the characteristics that are in the scope of professional competence and the personal characteristics Ungárné (1978:12-13). collected the examinations of the teachers' personalities. She arranged the examinations in groups according to several points of view and methods. She found that there are examinations that can be placed among the educational psychology point of view. Here, the focus is on the didactical skill of the teacher. From personalistic psychological aspect, they examine what changes teaching can create in the student's development of personality. The educational psychological aspect describes teacher types, styles of management and attitudes. From work psychological aspect we can take suitability to the pedagogical field into consideration most. From social point of view, we can conceive the student – teacher relationship as a group – leader relationship. Ungárné (1978) also mentions another separate point of view, what is very important from practical point of view: this is the college aspect, that defines the ideal teacher candidate from the problem of creation and development of pedagogic skills.

Several methods are known in the literature of teacher research. The compilation of attribute inventories are the most common. For instance, Mackay set up a list of 28 items, which characterizes the teaching strategies of the effective teacher. The list comprises the most important managing, organizational, communicational and interactional strategies (Zétényi,

2004a, 2004b). The personality profile of the most prominent teacher on the basis of the research of the American Educational Council: he/she is emotionally more secure, friendlier, more cooperative, more likeable, more moderate, more tolerant, inclines to make good impression, is more interested in social activities, and is less interested in counting and office work compared to an average adult. *Kelemen László* (Tóth, 2005) highlights the following characteristics that are desirable in the teacher's profession: idealism, deep conviction and firm ideology, high level of professional knowledge, and being well informed, appropriate ability for communication, empathetic ability and the love of students.

There are researchers who do not think in characteristics, abilities but they write typology, list the basic teacher types. Adelson's (Adelson, 1976) „antropological” model system also distinguishes three basic styles: the shaman, the vicar, and the mysterious healer model. According to Trencsényi (1988) the teacher can occupy three types of positions in the process of the task of social norm mediation: pedagogical-personality-forming, teacher-professional, and the civil servant function.

The above studies describe the ideal teacher type. We can meet ideal teachers at school but the number of those who have the so-called personal charm is less.

Charisma, charismatic leader

We usually call people having personal charm as charismatic personalities. I have found few studies in the literature of pedagogy that characterized the charismatic teacher, however, the studies of economy dealing with leaders, have discussed the charismatic leader type widely.

The bibliographies referring to charismatic leaders have justifications on the field of pedagogy as well, as the role of a teacher can be interpreted as a leader's role. According to *Zétényi* (2004a) the teacher's role is always a leader one, as the class has to be led at school in order to promote teaching and the studying process. According to *Buda Béla* (2003) teacher's behaviour is similar to a behaviour within an organization, to a leader's behaviour. The teacher is in an unequal role-relationship with the students, and he/she rules from a leading position with the help of regulative power tools. The effectiveness of Lewin and his colleagues' leadership style (Lewin, 1975) was examined in case of teachers as well.

What does charismatic feature mean? The word charisma derives from the ancient Greek mythology. Kharises are the three goddesses of charm and gracefulness (Bakos, 1986). Weber was the first to write down the term of charismatic leader. In his opinion charisma is a certain character traits. It is such a virtue that distinguishes from others. People endow such a person with superhuman, supernatural or some peculiar power, „the authority of extraordinary and personal gift of grace (charisma)...Men do not obey him by virtue of tradition or statue, but because they believe in him.” The concept of charisma has been examined from several points of view: trait approach, theatrical perspectiva and impression management. I gave the name social approach of the fourth approach.

According to the representatives of trait approach charisma is a character trait and a certain behaviour repertoire. They categorized such features here as visionary, energetic, unconventional and exemplary features. *Conger and Kanungo* (1988), and *House* (1992) belong here. *Howell and Frost* (1989) are the representatives of theatrical approach, who thought that verbal and

nonverbal behaviour make a leader charismatic. It is typical for the verbal communication of the people thought to be charismatic leaders by their followers, that they emphasize the objectives to be reached, they are characterized by strong requirements for efficiency towards their followers and they reinforce them, that they believe in their skills they will be able to reach their desired objective with. They observed that on the field of nonverbal communication it is typical of the charismatic leaders that they search more eye-contact with the followers compared to an average leader. Vocal diversity is typical of them, also they speak in relaxed posture and have vivid gestures.

As a matter of fact we can say that charismatic leaders apply suggestive communication. Nowadays suggestive communication, that builds on suggestive effects, is used in more and more fields. The suggestion is a kind of communication, that provokes an unintended answer, which answer visualizes the mental content of the communication (Weitzenhoffer, 1989, 321.p.). Suggestive communication has long been used by advertisements to impress, but their application is becoming more and more popular here at us and in the medical science as well. With positive suggestive communication the physical processes of patients can also be affected; recovery is more efficient. Suggestive communication is an effective form of communication. Charismatic leaders live with it spontaneously. The speech of Martin Luther King , that starts with the words I have a dream, is well known for everybody for example, what is actually built up according to the rules of suggestive communication. According to *Conger* (1993) this speech has the turns – interval, rhythm, repetitions – that are used by charismatic leaders.

The third point of view could be translated as impression forming leadership. Here, the thing is that the leadership is a kind of „image building (House, 1992). According to *Bass* (1990) the leader aims to create an image of his own suitability and professional skills. The charismatic leader also fosters confidence towards his dependents' skills, for them to trust in themselves and in him, as a leader.

One of the representative of relationship approach is *Bradley* (1999), who thought, that charisma is the relationship between the leader and his followers. Charisma can be interpreted as a social structure. According to House (1992) the essence of charismatic leadership is the relationship between the leader and his followers. The subordinates, as they take to their leader, trust in him, accept his values and they obey him unconditionally. According to Meindl's(1990) „social infection”, the charisma, assigned to the leader, expands through shallow relationships that are in his immediate environment; thus it is nothing else but the interaction between the followers in which the personality and behaviour of the leader does not play a significant role.

Resch and Bella (2008) summarized the bibliographies dealing with charismatic leaders. They concluded that charisma is an innate ability a part of the personality. Its components are the emotional intelligence, expressivity, verbal ability, puritanism, and the ability of continuous revival. They affect their followers with these skills. They become leaders through their positive aura.

The charismatic teacher

Bányai and her colleagues (Bányai, Varga & Gósiné, 2001) examined what phenomenon there may be in the background of the effects of the forceful (charismatic) personalities. Following the university lectures of eight teachers, 454 students completed a so-called archaic involvement scale (Nash & Spinler, 1989), a scale sensitive to the late appearance of early bonding patterns, which was applied by the researchers for the lecturers' situation. By analyzing the data, the influence of teachers could be compared with the hypnotiser's, hypnotherapist's influence on the patient. According to their results, archaic involvement can be as high towards teachers as towards hypnotisers in grouped circumstances (Bányai, Varga & Gósiné, 2001).

According to Bányai and her colleagues (Bányai, Varga & Gósiné, 2001:316) the determining, life-long effect of certain teachers can be explained by the great approach tension triggered by them, and the archaic involvement revealed in their examination. This relationship can be the proper indicator of the social effectiveness of the individual. The feature typical of leaders, triggers, enhances identification tension and it inclines to emotional commitment. It suggests assimilation and identification.

In order to define the characteristic features of the forceful teacher I collected the characteristic features that characterize the efficient teacher in my own examination (Kissné Gombos, 2013) and an attitude scale of 115 items was prepared. The respondents of my questionnaire were asked to mark on a five point scale how typical the below features are of the teacher determining their life. After analysing the features with factor analysis, three feature groups evolved as a result: 1. emotional focused or maternal style 2. task-oriented paternal style 3. prestigious, autocrat, paternal style. The three types suggests that the forceful teacher affects our emotions most, and it means a very strong, identification pattern. The results can be analogized with the list of features, that Bagdy (1994) mentions concerning the assignment of pedagogical abilities considered optimal on the basis of parental requirements. It mentions that the teacher often has to fulfill idealizing requirement system. It emphasizes the atmosphere, the ability to create security, the understanding attitude, the high level of intelligence, and the existence of good paternal and good maternal abilities. „Ferenczi based on the quality of anger transference distinguished two types of hypnotisers: *„the maternal type, based on love and the paternal type”* (Bányai, Varga & Gósiné, 2001:316). Thus the style of hypnotisers is in accordance with the scales concerning the forceful teachers I made. This way, the first two factors refer to the Ferenczi-type styles, the third factor is in accordance with the brooking no opposition, Erikson-type, authoritarian, traditional authoritarian hypnotizer's role. The emotional factor, the maternal factor is more important than the factor in connection with authority, which means that the love, acceptance coming from the teacher has great importance. Choosing this type reminds me of the Rogers acceptor, humanistic teacher (Kissné Gombos, 2013).

Focus group survey

The investigation above was made up of a certain list of features, I collected about the effective teacher from bibliographic data. I would have wanted to know that if I do not give a previously written list of features, will this list of features about forceful (charismatic) teachers be different. I planned to carry out a focus group survey. From methodological point of view we are talking about a group method that can be related to the qualitative interviews. The method derives from the science of economy. Nowadays, it is mostly used in market research, and in the introduction of new products, and in the surveying of the prospective effects of advertisements (Siklaci, 2006).

I apply the focus group method in the discovery phase of the research, as I know little about the theme to be surveyed. The central theme, the focus is: the forceful teacher. We regard the surveyed people, the members of the group as active contributors, who can influence the course of the survey; we regard his „everyday knowledge” as a source to be exploited. I led the conversation as moderator. I arranged the questions aligned to the methodology of the focus group in a way, that I put up questions in a horn shape, moving from the distant theme to the narrower.

I had conversations with 10 groups about the charismatic teacher personalities. 10 to 15 people participated in the group. The surveyed population is mixed. I recruited the people to be surveyed with the help of the programme „Night of Researchers” on the one hand. I arranged groups of students of pedagogy, on the other hand. Video and sound recording was taken of the group conversations. We wrote down literally everything that has been said according to the rules of focus group method. The analyzing of results was done by content analysis.

It turned out for me, that the term charismatic itself falls far from today's thinking. They do not know this term, mainly the younger generation. Examples:

„Forceful?... Well, I don't know.”

„ I think she is reserved, she turns to everybody with unconcern..”

„ The word forceful calls forth quite negative feelings in me; it means the loss of my will, that someone would influence me from outside that I do not know about it and he changes my behaviour. It is frightening, just like in Mario and the Magician”.

To my question, if there was a determining teacher personality in their life, to whom they remember willingly, I received such answers:

„There was. He was a Literature teacher. He had dynamic personality, that sticks to the environment. The dynamism, that is in a person that pervades the environment, and if the teacher gives his subject with this method, then it simply carries the company, the students.,,

”My secondary school physical education teacher was like that. He was funny as well, though he carried authority. There was no example of not doing our tasks, or we would call back. He impressed not only me, but the whole class with sport, which reminded in me very much. Since then, there is always just P.E., just P.E.”

Identification, model following is also there in the answers:

„I state, that teachers have had a crucial role in my life. I would have never taken up a technical career if I had not attended a school where teacher B. Karcsi was the lecturer of the faculty of mathematics.”

And bonding, archaic involvement also appeared in the reports:

„I had a teacher in primary school who was my mother instead of my mother. I could turn to her with any questions. If I had a disagreement with another teacher, I told her and she tried to arrange it.”

„He behaved well with children, he was direct, he treated little ones nicely, as he behaved with everybody as being his own child in lower primary school. There was no exception.”

The focus group survey proved to be an appropriate tool for the precise phrasing of the aims of the further surveys. However, for the verification of my hypotheses I think I would need numerical data. I collected reports from 412 people, to define, with the contribution of encoders, the features that most often occur concerning the surveyed phenomenon with the method of content analyzing, after defining the main categories. The relationship dimension also received a very strong role in the reports. Apart from this, we are looking for the features of charismatic personality in the reports. According to my hypothesis, the reports, in which the statements related to relationship dimension occur more often, is marked as maternal, paternal style teacher by independent evaluators. Where we are rather talking about a teacher suggesting authority, and power, the charismatic features will dominate.

Conclusion

The term of charismatic teacher rarely occur in concerning bibliographies. There are some people, who rate this feature among the features of the ideal teacher. According to my theory the charismatic feature is innate, but it could be developed after precise description of the phenomenon. In today's society teachers do not have their prestige deriving from their role. That is why they can only influence their students through relationship and personal charm.

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