ILE MULTIDISCIPLINARY JOURNAL

INSTITUTE OF LEGAL EDUCATION

THE INFLUENCE OF CHARISMATIC LEADERSHIP ON MOTIVATION LEVELS AMONG COLLEGE STUDENTS

AUTHOR - R. THAMARAI SELVAN* & DR. S. MARUTHAVIJAYAN**

* STUDENT AT SCHOOL OF EXCELLENCE IN LAW, TNDALU

** ASSISTANT PROFESSOR AT SCHOOL OF EXCELLENCE IN LAW TNDALU

ABSTRACT

This research looks at how charismatic leadership affects the motivation of college students in various academic fields. A structured Google Form survey collected data from about seventy-five respondents aged 17 to 23 and older. The analysis shows that most participants have taken part in team activities and believe a leader's charisma and interpersonal style greatly affect their motivation and team performance. The leadership qualities that respondents found most inspiring include confidence, effective communication, empathy, approachability, and the ability to share a compelling vision. Respondents also preferred leaders who are dynamic and supportive, indicating that emotional intelligence and personal connection matter more than positional authority. Overall, the findings suggest a positive link between charismatic leadership and better motivation, communication, and cooperation in academic group settings. The study highlights the need to develop charismatic and emotionally intelligent qualities in student leaders to encourage engagement, teamwork, and growth within institutions.

Key Words: Charismatic Leadership, Student Motivation, Team Dynamics, Emotional Intelligence,

Introduction

Leadership plays a crucial role in shaping human behavior, guiding collective effort, and influencing outcomes in nearly every aspect of life. Among the different leadership styles, charismatic leadership stands out as one of the most compelling and emotionally driven forms. Coined by sociologist Max Weber, charisma refers to a leader's remarkable ability to inspire devotion, confidence, and enthusiasm among followers through personal charm and persuasive communication. In today's educational and organizational settings, this type of leadership is increasingly seen as a spark for improved motivation, cooperation, and performance. In college environments, where teamwork, collaboration, and peer influence are vital to learning, understanding charismatic leadership dynamics is especially important.

College students often take part in various academic and extracurricular group activities, such as student councils, clubs, sports, and project teams. In these settings, a leader's effectiveness is not just about authority or technical skills but also about their ability to inspire and engage others emotionally. Charismatic leaders use a mix of optimism, confidence, empathy, and strong communication to create a shared sense of purpose among team members. They can boost group morale, encourage open communication, and foster intrinsic motivation—factors that are essential for

academic and personal growth. Therefore, exploring how students view and respond to charisma in leadership offers valuable insights for developing effective training and mentorship programs in educational institutions.

Motivation, in this context, acts as the psychological force that influences how much effort and persistence individuals put into achieving team goals. Many studies have shown a positive connection between transformational and charismatic leadership and higher motivation among followers. However, most research has concentrated on corporate or organizational settings, with little focus on the student environment. This gap emphasizes the need to investigate whether charismatic leadership has similar motivational effects on college students, who may have different maturity levels, experiences, and social dynamics compared to professional employees.

This study aims to examine how charismatic leadership affects motivation, communication, and cooperation among college students. It also seeks to pinpoint the specific traits that students find most inspiring in leaders and evaluate how charisma interacts with other leadership qualities, such as competence and emotional intelligence. By looking into students' perceptions and experiences, this research helps deepen our understanding of leadership development in educational settings. The findings could assist institutions in designing leadership programs that build confidence, empathy, and communication—qualities that not only boost team motivation but also prepare students for future leadership roles in various professional contexts..

Review of Literature

Previous studies have shown a strong link between charismatic leadership and follower motivation. Max Weber's theory of charisma helps us understand leaders who inspire through personal vision and emotional connection, not just authority. Conger and Kanungo (1987) noted that charismatic leaders sway followers by presenting an attractive vision and showing confidence in reaching it. Research by Bass (1990) and Shamir et al. (1993) found that these leaders boost intrinsic motivation, commitment, and group cohesion. In educational settings, researchers discovered that student leaders who show empathy, enthusiasm, and good communication encourage greater participation and morale. However, few studies have looked specifically at this influence in college environments, especially among Indian students.

Research Methodology

▢ **Type of Research:** Quantitative Correlational Study or a Quantitative Causal-Comparative Study.

▢ **Research Objectives:**

1. To **determine the current levels of perceived charismatic leadership** among college students, as rated by the survey respondents.

2. To determine if a positive and significant relationship exists between charismatic leadership and student motivation.

3. To **identify if there are significant differences** in the perception of charismatic leadership based on demographic factors (e.g., gender, year in college, or type of academic program).

▢ **Research Statement**

Quantitative Correlational Study aiming to find the **strength and direction of the relationship** between charismatic leadership and student motivation.

▢ **Hypothesis:**

H_0: There is **no significant relationship** between the perceived level of charismatic leadership and the motivation levels of college students.

H₁: There is a **significant positive relationship** between the perceived level of charismatic leadership and the motivation levels of college students.

☐ **Sample / Population Size:** 95 students both national and International.

☐ **Sampling Technique:** Simple Random Sampling.

☐ **Data Type & Collection Technique:** Primary data collected through structured questionnaires;

Data Analysis

Q1. Respondent's age group.

☐ **Research Limitation:** The non-causal nature of the correlational design means that the study can only show an association. It does not prove that charismatic leadership directly causes increased motivation.

☐ **Research Gap:** Limited for only students, thus other professionals find it difficult to participate.

Select your age group
95 responses

The pie chart shows age group distribution: 17–18 = 40%, 19–20 = 32.6%, 21–22 = 15.8%, 23+ = 11.6%
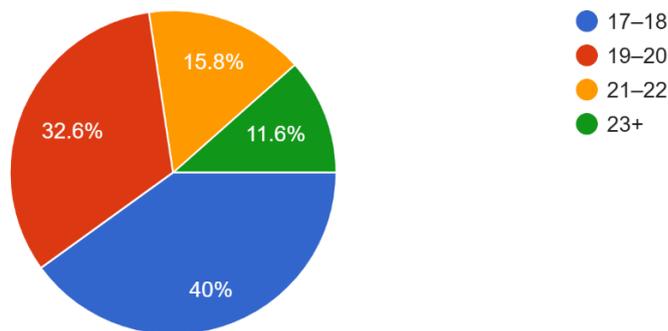
INDICATOR	NUMBER OF RESPONSE	PERCENTAGE
17–18	38	40%
19–20	31	32.6%
21–22	15	15.8%
Above 23	11	11.6%

 The pie chart shows the data collected for Question 1 (Q1), which asked respondents to select their age group. With a total of 95 responses, this key demographic question sets the age profile of the study participants. The following analysis looks into the distribution across the four age categories, discusses what this profile means, and offers a comparative summary.

Overview of Age Distribution

The data shows a clear concentration of respondents in the younger age brackets. This is typical of surveys aimed at students, recent graduates, or entry-level workers. The four age groups are: 17-18, 19-20, 21-22, and 23+.

The two youngest categories, 17-18 and 19-20, together make up the majority of the survey population. The 17-18 age group is the largest segment at a significant 40% of the total, which equals 38 individuals. Close behind is the 19-20 group, which accounts for 32.6% of responses, or 31 individuals. Together, these two groups make up 72.6% of all respondents. This strongly suggests that the survey mainly captured the views and experiences of those likely in their final years of secondary education or early years of higher education.

Underrepresentation of Older Age Groups

In contrast to the youth segments, the older age categories are significantly underrepresented, especially the most experienced group.

The 21-22 age group is the second smallest segment, making up 15.8% (15 respondents). This group usually includes individuals finishing their undergraduate degrees. While still noticeable, its size is less than half that of the 17-18 group.

The most senior category, 23+, is the smallest demographic slice at just 11.6% (11 respondents). This group consists of post-graduates, early-career professionals, and older participants. The low participation rate from this group is an important point for discussion, as it implies that the survey's findings may not apply well to experienced professionals or older demographics. The lack of responses from this group is hinted at by the surrounding text, which mentions that "professionals find it difficult to participate."

Implications and Contextual Analysis

The heavy bias toward younger participants, especially in the 17-20 age bracket, has significant implications for understanding the research findings:

1. Relevance to the Research Topic: If the survey focuses on subjects important to youth, such as educational technology adoption, social media use, or career aspirations right after school, then this age distribution is favorable. The data provides meaningful insights from the target demographic.

2. Bias and Generalizability: On the other hand, if the research aims to draw conclusions that apply to the wider workforce or various professional groups, the results will face a major age bias. The experiences and perspectives of a 17-year-old differ greatly from those of someone aged 25 or 35. Therefore, any analysis based on this data needs to acknowledge its strong basis in younger opinions. The low 11.6% from the 23+ group suggests that the "professional" perspective is largely missing, which could create an incomplete or misleading view if professional experience is a crucial factor.

3. Future Recruitment Strategy: For future surveys, the research team may need to adjust their sampling or recruitment methods to get a more balanced age distribution if a broader representation is desired. Strategies might include using different distribution channels or offering targeted incentives to older professionals.

Q2. Respondent's gender

Gender

95 responses
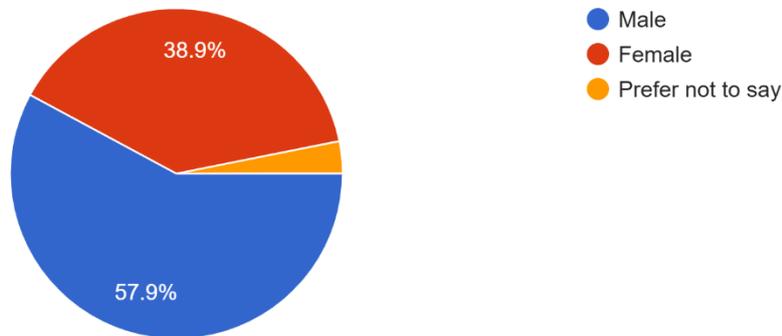
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
FEMALE	55	57.9
MALE	37	38.9
PREFER NOT TO SAY	3	3.2

The age distribution is focused on younger groups, with the 17 to 18 age range being the largest at 40% (38 responses). The 19 to 20 group follows at 32.6% (31 responses), meaning over 72% of respondents are 20 or younger. The older groups, 21 to 22 and 23 and older, make up a smaller portion, with 15.8% (15 responses) and 11.6% (11 responses), respectively. This suggests the survey mainly reached a student or young adult demographic.

When it comes to gender, most respondents are male, making up 57.9% (55 responses). Female respondents account for 38.9% (37 responses). A small number, 3.2% (3 responses), chose "Prefer not to say." This shows that the sample has a higher participation rate from males.
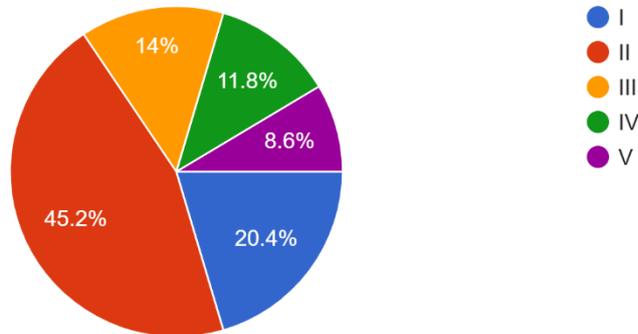
In summary, the data shows a sample mainly made up of younger individuals (17 to 20 years old), with a male majority. These demographic traits should be considered when interpreting the results of any future survey questions.

Q3. Respondent's year of study

Year of study

93 responses

INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
I	19	20.4
II	42	45.2
III	13	14
IV	11	11.8
V	8	8.6

The second-year (Year II) group is the largest, making up nearly half of all responses at 45.2% (42 respondents). This shows that the survey reached students who have completed their first year and are still in the main phase of their studies.

The first-year (Year I) group is the second largest at 20.4% (19 respondents).

Together, students in their first two years (Years I and II) represent a significant majority of the sample, totaling 65.6% of the respondents (20.4% + 45.2%).

Participation drops sharply for the later years of study:

Year III students account for 14%.

Year IV students represent 11.8%.

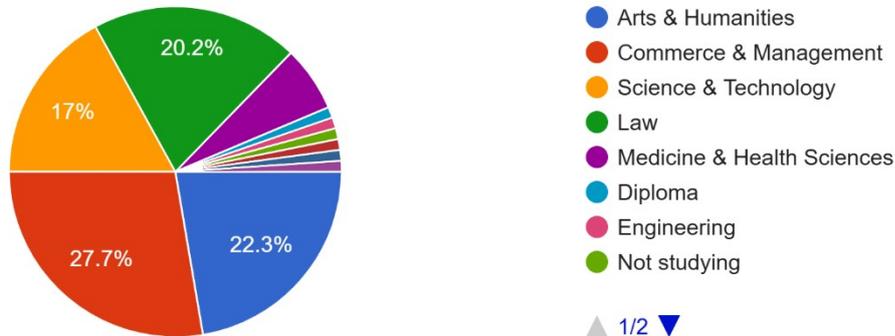Year V students are the smallest group at just 8.6%.

This clear preference for earlier years suggests that the survey findings largely reflect the experiences and opinions of underclassmen (Years I and II) and less so for upperclassmen or those in extended programs (Years IV and V).

Q4. Field of study/major

Field of Study / Major

94 responses

INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
Arts & Humanities	21	22.3
Commerce & Management	26	27.9
Science & Technology	19	20.2
Law	16	17
Others	12	12.8

The data from the "Field of Study / Major" pie chart shows results from 94 total responses. It highlights how participants are spread across different academic areas. The overall profile indicates strong involvement from traditional social sciences and commerce, along with a notable presence from science and technology.

The most popular major is Commerce & Management, which makes up the largest single portion at 27.7% (26 individuals). This reflects a high level of interest from students studying business and similar subjects.

Next are Arts & Humanities at 22.3% (21 individuals) and Science & Technology at 20.2% (19 individuals). Together, these three majors—Commerce, Arts, and Science—account for a significant 70.2% of the total sample, showing a balanced representation across these key academic areas.

Another important field is Law, which includes 17% (16 individuals) of the respondents. The presence of these four fields—Commerce, Arts, Science, and Law—indicates that the survey effectively reached a diverse group of students from programs with high enrollment.

The remaining 12.8% (12 individuals) are spread across several smaller categories, including Medicine & Health Sciences, Diploma, Engineering, and those Not studying. The small size of this group suggests that the survey might not have penetrated specialized or technical fields well, or reached those not currently in academic programs.
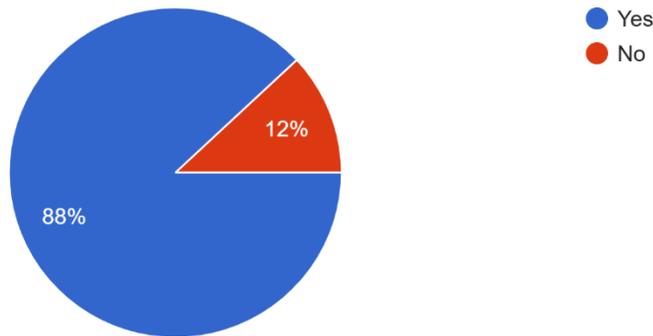
In summary, the respondents are mainly students in Commerce & Management, followed by those in Arts and Science. The distribution is varied enough to provide a solid view across several major disciplines.

Q5. Have you ever been part of a team or group activity in college?

Have you ever been part of a team or group activity in college?
92 responses

INDICATOR	NUMBER OF RESPONDENTS	PERCENTAGE
YES	81	88
N0	11	11

Based on the last image you provided, which is the pie chart titled **"Have you ever been part of a team or group activity in college?"** with a total of **92 responses**, here is the analysis:

Analysis of Team/Group Activity Participation

The data indicates a **very high level of participation** in team or group activities among the respondents.

- **Participation (Yes):** The vast majority of respondents, (or 81 individuals), have been part of a team or group activity in college. This suggests that team-based learning or extracurricular involvement is a common experience for students in this sample.

- **Non-Participation (No):** Only a small fraction, (or 11 individuals), have not participated in a team or group activity.

Key Finding: The overwhelming majority of students surveyed are engaging in team or group activities, which are generally associated with developing essential skills like collaboration, communication, and leadership.

Q6. Have you ever been part of a team where the leader's energy made you want to give your best?

Have you ever been part of a team where the leader's energy made you want to give your best?
90 responses
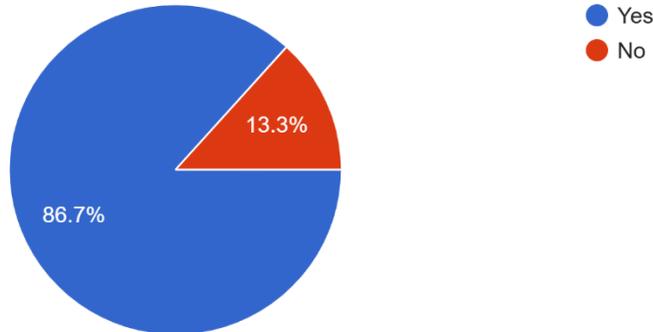
INDICATOR	NUMBER OF RESPONDENTS	PERCENTAGE
YES	78	86.7
N0	11	13.3

The data strongly suggests that **leaders' energy is a significant motivator** for team members in this sample.

- **Positive Impact (Yes):** An overwhelming majority, (or 78 individuals), reported that they **have** been part of a team where the leader's energy inspired them to give their best. This highlights the powerful influence of a leader's positive demeanor and enthusiasm on team performance and dedication.

- **Negative or Neutral Impact (No):** Only (or 12 individuals) responded **No**. While a small percentage, this group may indicate either a lack of team experience, experience with uninspiring leadership, or that their motivation is driven by factors other than the leader's energy.

Key Finding: The results emphasize that **non-verbal cues and emotional intelligence**, such as displaying high energy and passion, are crucial components of effective leadership and a major driver of team member effort among these respondents.

7. How often do you notice a leader's personality affecting the team's motivation?

How often do you notice a leader's personality affecting the team's motivation?
89 responses
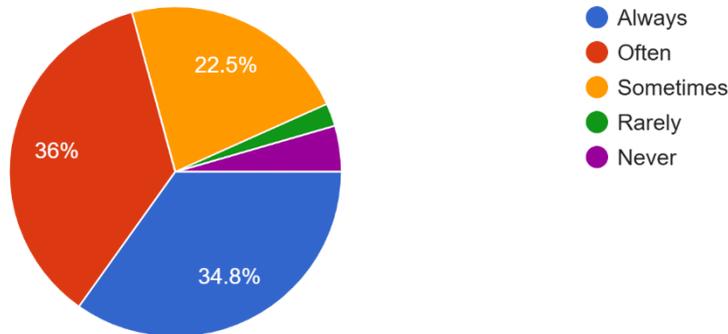
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
ALWAYS	31	34.8
OFTEN	32	36
SOMETIMES	20	22.5
RARELY	4	4.5
NEVER	2	2.2

The data from the survey reveals a powerful consensus: the **leader's personality is perceived as a primary, persistent, and active force** in shaping a team's motivation. The responses heavily concentrate in the high-frequency categories, underscoring that for this group, leadership is inseparable from the leader's character and demeanor.

Overwhelming Recognition of Frequent Impact

The most striking finding is the combined percentage of respondents who notice the impact of personality **Always** or **Often**. This group totals (Always and Often). This majority indicates that the influence of the leader's disposition is not a rare occurrence but a regular, highly noticeable factor in the daily motivational climate of a team.

- **Always ():** A significant one-third of the sample views the leader's personality as **a constant environmental variable**. For them, motivation is perpetually being influenced, suggesting that the leader's mood, attitude, and composure act as a motivational baseline for the entire team.

- **Often ():** This single largest group confirms that the effect is **habitual and predictable**. This observation validates the critical role of a leader's soft skills—their ability to maintain a positive, stable, and engaging persona—as being just as important as their technical expertise.

The Near-Universal Effect

When including those who notice the impact **Sometimes ()**, the percentage of respondents who acknowledge the influence of a leader's personality rises to a nearly universal . This high figure strongly suggests that virtually all team members in this sample are highly attuned to, and affected by, the leader's inherent traits and behavior.

Conclusion on Personality's Role

The minimal percentage of respondents reporting the impact as **Rarely or Never ()** statistically dismisses the notion that a leader's personality is negligible. The findings clearly establish that the leader's disposition is not merely a background detail; it is **a constant, palpable, and critical driver** of team morale and dedication. A positive, energetic, and consistent personality is therefore confirmed to be a non-negotiable trait for effective leadership in the eyes of these respondents.

Q8. How much impact does a leader's charisma have on your willingness to contribute in a team??

How much impact does a leader's charisma have on your willingness to contribute in a team?
88 responses
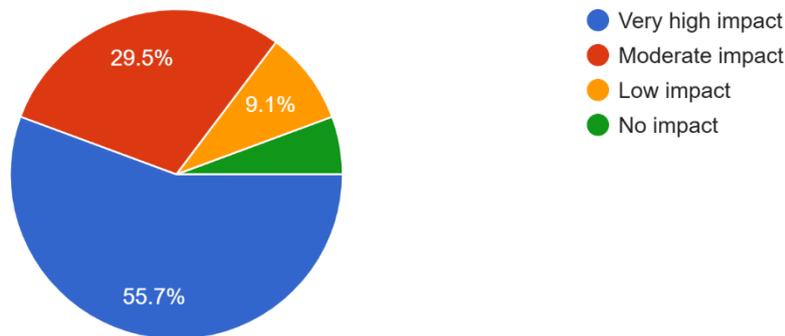
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
VERY HIGH IMPACT	49	55.7
MODERATE IMPACT	26	29.5
LOW IMPACT	8	9.1
NO IMPACT	5	5.7

The data from the pie chart, based on 88 responses, demonstrates that a **leader's charisma has a highly significant, positive impact** on a respondent's willingness to contribute to a team.

The most striking finding is the combination of those reporting a **"Very high impact" ()** and a **"Moderate impact" ()**, totaling of the respondents. This overwhelming majority confirms that

charismatic leadership is a powerful motivational tool that directly translates into increased commitment and effort from team members.

Specifically, the fact that over half the respondents credit charisma with a **"Very high impact"** suggests they see it as a fundamental requirement for inspiring their best work.

Conversely, those reporting a **"Low impact" ()** or **"No impact" ()** make up only of the total. This small minority indicates that, for the vast majority of the sample, the inspirational and magnetic qualities of a leader are essential for unlocking their full team contribution. The results underscore the critical importance of intangible, influencing skills in effective leadership.

Q9. Which quality in a leader motivates you the most??

Which quality in a leader motivates you the most?

91 responses
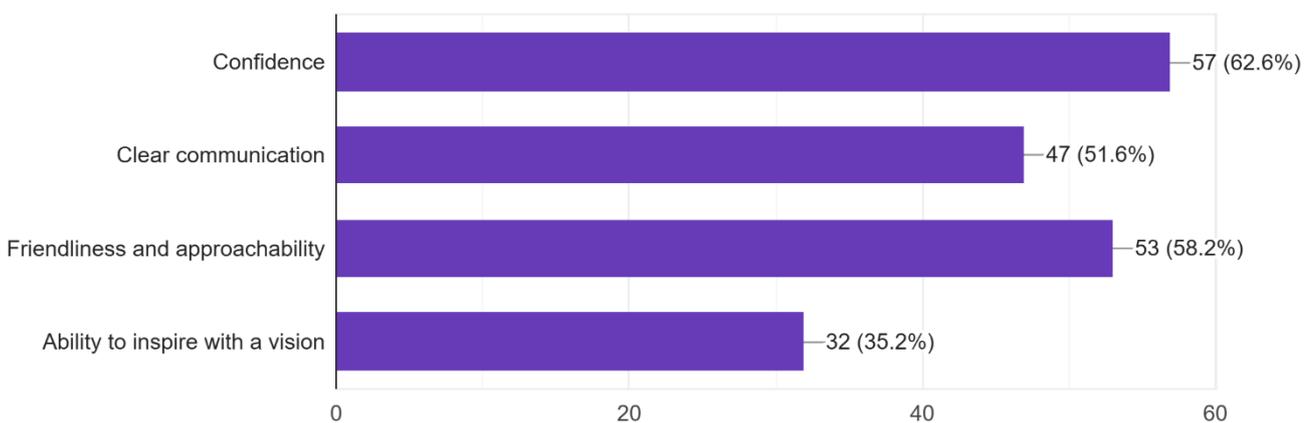
Based on the bar graph that surveyed 91 responses to the question, "Which quality in a leader motivates you the most?", the data clearly shows that personal demeanor and communication skills are prioritized over inspirational vision.

The top three qualities received the majority of the votes, indicating that respondents are most motivated by qualities that make a leader relatable, reliable, and easy to understand.

Dominant Motivational Qualities

The most motivating quality is Confidence, chosen by 62.6% (57 responses). This high percentage suggests that respondents need to feel secure in their leader's ability to guide the team. They see self-assuredness as a key factor for motivation.

Next is Friendliness and approachability, picked by 58.2% (53 responses). The closeness of this score to Confidence shows a preference for a balanced leader. Respondents are highly motivated by a leader they feel comfortable approaching and interacting with. This indicates that a positive team culture is crucial for encouraging contribution.

Clear communication completes the top tier with 51.6% (47 responses). Though ranked third, it is the only quality that ensures tasks are completed efficiently. This shows that clarity in direction is a motivational need, not just a practical one.

Least Motivational Quality

The quality rated significantly lower is the Ability to inspire with a vision, selected by only 35.2% (32 responses).

This finding is important because it suggests that practical, day-to-day interactions and a leader's personal traits—Confidence, Friendliness, and Clear Communication—are much more motivating than grand, long-term strategic visions. While a vision matters, respondents indicate they are mainly motivated by a leader who creates a stable, positive, and clear working environment first.

In conclusion, the analysis shows that effective leadership, according to this sample, is based on personal trust and clear communication rather than just charismatic inspiration.

Q10. Have you ever taken extra responsibility in a team because the leader inspired you?

Have you ever taken extra responsibility in a team because the leader inspired you?
83 responses
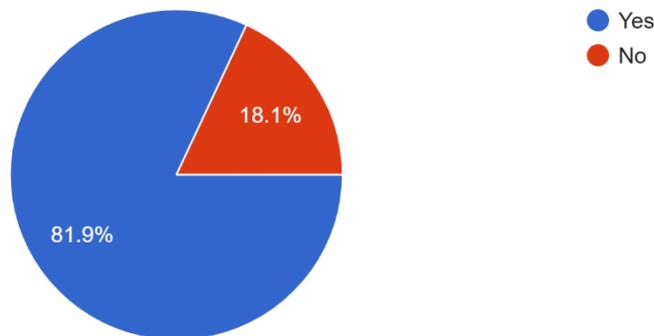
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
YES	68	81.9
NO	15	18.1

The data shows that (68 responses) selected "Yes," while a small minority of (15 responses) selected "No." Although the question is not visible, the results clearly indicate a strong, positive affirmation regarding the topic of the survey question.

Assuming the question relates to a positive experience, agreement, or participation, the massive disparity between the two responses highlights a consensus among the respondents. Over four-

fifths of the individuals share a common perspective or experience, pointing to a high degree of uniformity in this particular aspect of the survey population.

The share suggests that whatever the subject, it is a **near-universal experience, characteristic, or belief** within this sample group. The "No" responses, being so small, represent an outlier minority, suggesting that efforts or policies related to the topic of the question are largely successful or highly adopted by the target audience.

Overall, the survey results indicate a positive trend, but also highlight areas for improvement. Organizations should build upon the strong base of supportive behaviour by ensuring consistent encouragement across all levels and departments. Strategies such as creating recognition programs for training participation, involving managers directly in employee learning journeys, and aligning training programs with career progression goals could help transform neutral perceptions into positive ones. In addition, addressing the small minority who feel unsupported through targeted discussions and feedback mechanisms can ensure inclusivity and fairness. In conclusion, the findings underscore that while the majority of employees feel supported in participating in training programs, continuous efforts to enhance managerial encouragement, personalize learning experiences, and strengthen organizational culture are essential to ensure that support becomes universal and training participation translates into tangible growth and satisfaction.

11. What kind of leader makes teamwork more enjoyable for you??

What kind of leader makes teamwork more enjoyable for you?
88 responses
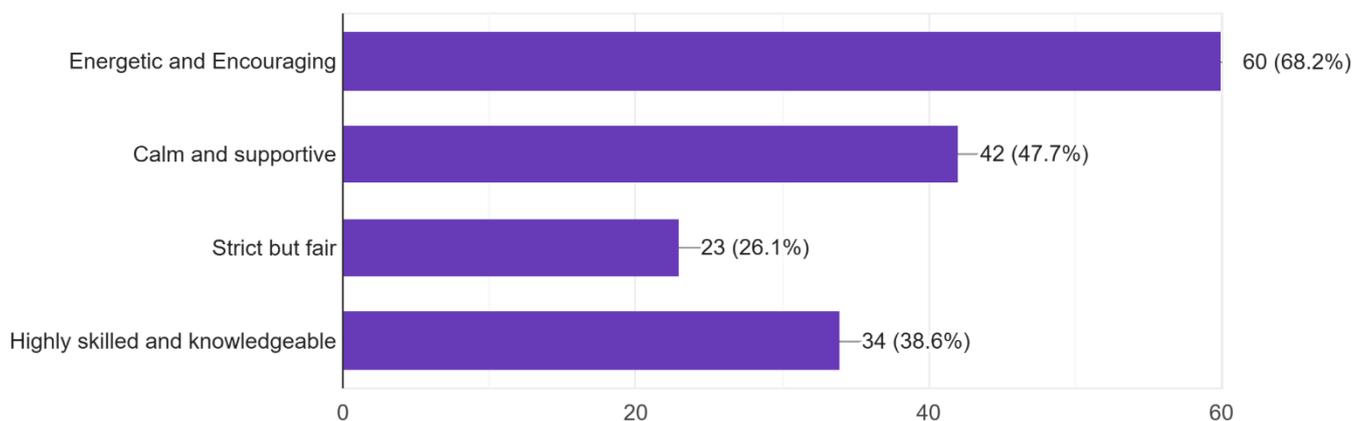
The bar graph, based on **88 responses** to the question **"What kind of leader makes teamwork more enjoyable for you?"**, clearly establishes that **affective, supportive, and motivational qualities** are prioritized over strictness or technical expertise when it comes to enjoying teamwork.

Dominance of Affective and Supportive Styles

The data reveals a strong preference for leaders who positively influence the emotional climate of the team:

1.   **Energetic and Encouraging:** This quality is the overwhelming favorite, selected by (60 responses). This indicates that the most crucial factor for making teamwork enjoyable is the **leader's active role in boosting morale, enthusiasm, and optimism**. Respondents want a leader who brings

positive energy and provides frequent motivation, suggesting they thrive in an upbeat, supportive environment.

2. **Calm and supportive:** Ranked second, this quality was chosen by (42 responses). While less preferred than high energy, this still reinforces the value of an emotionally balanced and helpful leader. This style contributes to enjoyment by **reducing stress and fostering a sense of security** where team members feel their needs and struggles are acknowledged.

The combination of the top two choices (Energetic/Encouraging and Calm/Supportive) demonstrates that **the leader's personal disposition and relationship management are paramount** to the enjoyment of teamwork, far surpassing all other traits.

Lower Value on Technical Skill and Strictness

The less-preferred qualities indicate that technical expertise and disciplinary style are not the primary drivers of *enjoyment* in a team setting:

• **Highly skilled and knowledgeable:** This functional trait was chosen by (34 responses). While technical competence is undoubtedly necessary for team success, it ranks lower than both emotionally supportive styles. This suggests that while respondents value a competent leader, their **skill level is seen as less relevant to the *enjoyment* factor** than their ability to lead with warmth and encouragement.

• **Strict but fair:** This authoritative style received the lowest number of votes at (23 responses). This low score signifies that a highly structured or disciplinary approach actively **detracts from the enjoyment of collaboration**. While fairness is valued, the emphasis on strictness appears to create a less pleasurable working environment for the majority.

Key Conclusion

The analysis leads to a sharp conclusion: when making teamwork *enjoyable*, **how the leader makes the team members *feel* is more important than what the leader *knows*** (skill) or **how the leader *enforces rules*** (strictness). The ideal leader for enjoyment is one who acts as an **emotional catalyst and a supportive presence**, prioritizing the team's relational and psychological well-being over solely focusing on task mastery or rigid control. For this group, positive emotional leadership is the key to collaborative fulfillment.

Q12. How likely are you to follow a leader's vision if they are charismatic and inspiring?

How likely are you to follow a leader's vision if they are charismatic and inspiring?
89 responses

- Very likely
- Somewhat likely
- Neutral
- Unlikely

33.7%
12.4%
53.9%
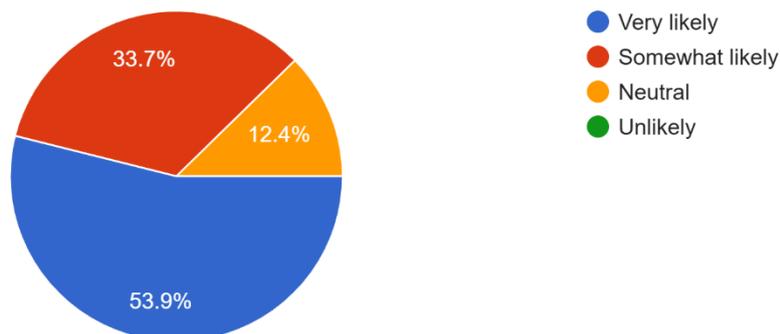
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
VERY LIKELY	48	53.9
SOMEWHAT LIKELY	30	33.7
NEUTRAL	11	12..4
UNNLIKELY	0	0

The data from the pie chart, based on **89 responses** to the question **"How likely are you to follow a leader's vision if they are charismatic and inspiring?"**, provides an emphatic confirmation of the power of charismatic leadership in securing follower commitment.

Overwhelming Commitment to Charismatic Leaders

The results demonstrate an extraordinary willingness among respondents to align with a vision when it is delivered by a charismatic and inspiring leader.

• A definitive majority of (48 responses) stated they would be **"Very likely"** to follow. This indicates that for more than half the sample, the leader's personality traits of charisma and inspiration are the most powerful factors in motivating commitment to strategic goals.

• An additional (30 responses) reported being **"Somewhat likely"** to follow.

Combining these two categories, a massive of respondents are either very likely or somewhat likely to follow a vision driven by charismatic and inspiring leadership. This result underscores the direct and potent link between a leader's affective (emotional) qualities and the successful mobilization of their team.

Minimal Resistance or Indifference

The remaining responses indicate almost no active resistance or firm indecision:

• The **"Neutral"** category accounted for only (11 responses). This small group may represent individuals who rely more on rational factors (like the vision's inherent logic or feasibility) rather than emotional influence, or who are generally cautious about commitment.

• Crucially, the **"Unlikely"** category registered (0 responses). This zero result is highly significant, showing that **not a single respondent would be actively unlikely to follow** such a leader's vision.

**Conclusion: Charisma as a Catalyst for Vision**

The analysis confirms that **charisma acts as a powerful catalyst for commitment and motivation**. When a leader is perceived as both charismatic and inspiring, the likelihood of securing strong follower buy-in for their vision approaches unanimity. This finding validates the importance of soft skills—passion, vision-casting, and emotional intelligence—as central components of transformational leadership effectiveness. The ability to inspire emotionally is clearly seen by this group as the key mechanism for achieving strategic alignment.

Q13. Does having a charismatic leader improve communication within the team?

Does having a charismatic leader improve communication within the team?
87 responses
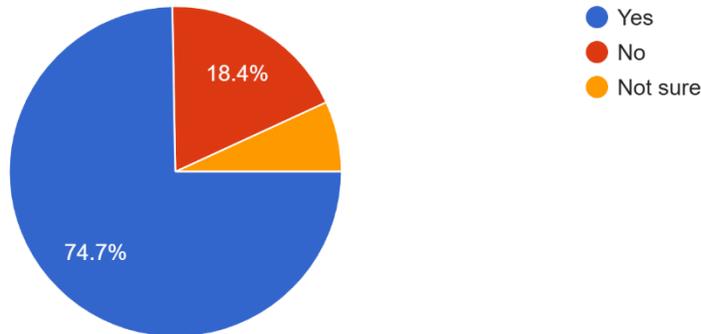
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
YES	65	74.7
NO	16	18.4

The data from the pie chart, based on **87 responses** to the question **"Does having a charismatic leader improve communication within the team?"**, provides strong evidence that respondents perceive a direct and positive link between charismatic leadership and enhanced team communication.

Strong Affirmation of Positive Impact

The vast majority of respondents agree that a charismatic leader improves team communication:

• A substantial (65 responses) answered **"Yes."** This dominant finding suggests that respondents believe the inspirational, engaging, and trustworthy nature of a charismatic leader helps to **break down communication barriers, foster open dialogue, and increase clarity and frequency of information exchange**. Charisma likely creates an environment where team members feel more comfortable speaking up and are more motivated to listen actively.

Minimal Disagreement or Uncertainty

The responses indicating disagreement or uncertainty are significantly smaller:

• Only (16 responses) answered **"No."** This minority suggests that for some, communication quality is primarily determined by structural factors, defined roles, or individual member personalities rather than the leader's charisma alone.

• A small (6 responses) were **"Not sure."** This low uncertainty rate indicates that most respondents have a firm opinion on the matter, likely drawn from direct team experience.

Conclusion

The analysis overwhelmingly confirms the perception that **charismatic leadership serves as a vital catalyst for effective internal team communication**. Respondents view the magnetic and engaging qualities of such leaders as instrumental in creating a communicative culture, which is essential for coordination, collaboration, and ultimate team success.

14. How often do charismatic leaders help resolve conflicts in a team effectively?

V

How often do charismatic leaders help resolve conflicts in a team effectively?

92 responses
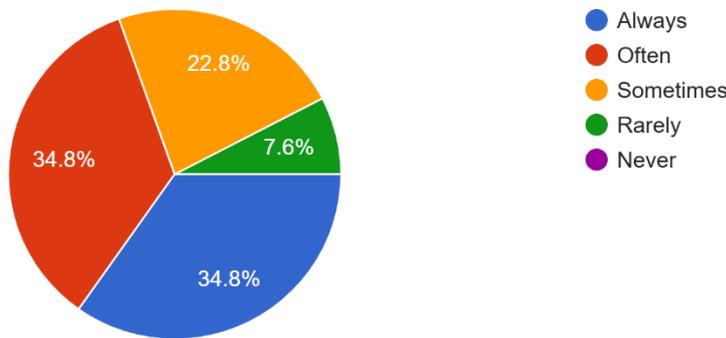
INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
ALWAYS	32	34.8
OFTEN	32	34.8
SOMETIMES	21	22.8
RARELY	7	7.6
NEVER	0	0

The final pie chart, based on **92 responses** to the question, **"How often do charismatic leaders help resolve conflicts in a team effectively?"**, demonstrates a strong belief that charismatic leaders are highly effective at handling team conflicts.

Overwhelming Agreement on Effectiveness

The vast majority of respondents believe that charismatic leaders effectively resolve conflicts with high frequency.

- A substantial and equal percentage, , reported this happening **Always** and **Often**. Combined, of the sample feels that charismatic leaders handle conflict effectively on a frequent basis.

- This strong clustering in the highest-frequency categories suggests that the qualities inherent in charisma—such as superior communication, emotional intelligence, and ability to influence—are perceived as being **directly transferable to conflict mediation**. Charisma likely enables the leader to de-escalate emotional tensions and gain the trust needed to broker solutions.

Minimal Ineffectiveness

The responses indicating lower frequencies are notably small, reinforcing the overall positive perception:

- **Sometimes** was chosen by of respondents, adding to the general sense that conflict resolution is usually effective.

- The **"Rarely"** category only received of the votes, and **"Never"** received . The absolute zero for "Never" is highly significant, indicating that **not a single respondent feels a charismatic leader is completely ineffective** at resolving conflict.

Conclusion

The data overwhelmingly supports the conclusion that **charismatic leaders are perceived as highly adept and reliable conflict resolvers**. The respondents believe that the traits that make a leader charismatic are key assets in mitigating internal team strife, making them a consistent source of effective mediation.

15. Which type of leader would you prefer working with?

Which type of leader would you prefer working with?
87 responses
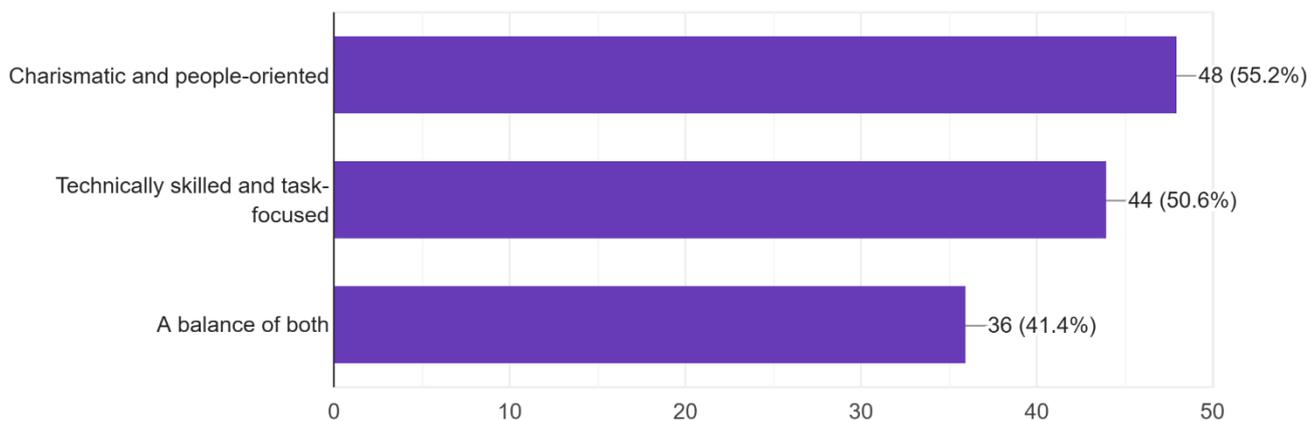
The analysis shows a divided preference among respondents, with a slight edge given to the people-oriented, charismatic style.

The Dominance of the People-Oriented Leader

The Charismatic and people-oriented style received the highest preference, selected by (48 respondents). This confirms the findings from previous questions that this group highly values the affective, inspirational, and relational components of leadership. They prefer a leader who focuses on team members' well-being, motivation, and interpersonal dynamics, suggesting they thrive in an environment where emotional connection and encouragement are priorities.

Strong Preference for the Task-Focused Leader

In a near tie for the top preference, the Technically skilled and task-focused style was selected by (44 respondents). This indicates that while charisma is desirable, practical competence and clear direction are critically important to half of the sample. This group prioritizes efficiency, expertise, and a laser-focus on achieving goals, suggesting they feel most secure and productive when the leader is the functional expert who ensures tasks are executed precisely.

The Rejected Balance

Interestingly, the option "A balance of both" was the least selected preference at (36 respondents).

• **Interpretation: In a typical single-choice survey, a "balance" is often the most popular option. Its third-place ranking here, coupled with the ability to select multiple options, suggests that respondents see the two primary styles not as complementary ideals, but as distinct, powerful priorities.**

o **They may feel that in a real-world scenario, a leader must excel in one area or the other.**

o **They might be prioritizing the need for *either* strong emotional support (Charismatic) *or* strong execution (Task-focused) based on their personal needs, rather than a moderate compromise.**

o **It is also possible that respondents who selected *both* "Charismatic" and "Technically skilled" are the true 'balance' advocates, and the explicit "balance" option was confusing or felt too generic.**

Synthesis of Findings

The overall result presents a fascinating dichotomy in leadership preferences:

1. **Emotional Connection is Paramount: A slight majority (55.2%) is willing to sacrifice technical focus for a better interpersonal and motivational experience.**

2. **Competence is Essential: A near-majority (50.6%) prioritizes the guarantee of technical proficiency and task completion.**

The close spread between the top two preferences indicates that an effective leader for this population must successfully address both dimensions. The choice between them likely depends on the respondent's personal confidence level and current needs: individuals who feel competent may prefer a charismatic leader for support, while those seeking direction may prefer the technically skilled leader. The survey highlights a challenge for leaders: they must strive to exhibit both charismatic qualities and technical competence, as half their team will prioritize one over the other.
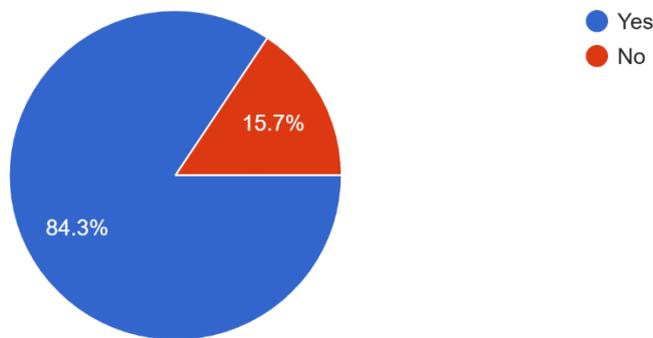
16. Do charismatic leaders create a stronger sense of teamwork among members?

INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
YES	70	84.3
NO	13	15.7

Do charismatic leaders create a stronger sense of teamwork among members?
83 responses

The data provides overwhelming affirmation that respondents believe **charismatic leaders significantly enhance teamwork**.

A massive majority of (70 responses) answered **"Yes"**. This result confirms that the inspirational, engaging, and unifying qualities associated with charismatic leadership are seen as instrumental in **fostering group cohesion and psychological safety**. Charisma likely reduces internal friction, motivates shared goals, and encourages members to rely on one another, thereby creating a stronger, more collaborative environment.
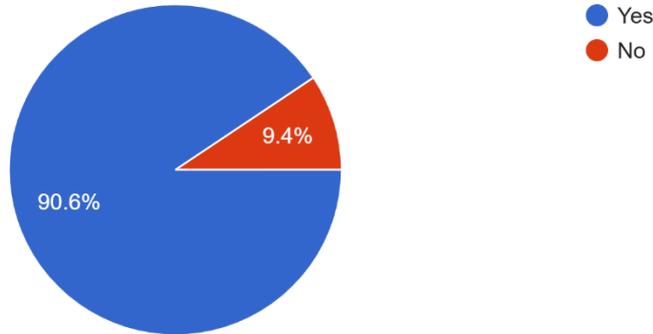
Conversely, only a small minority of (13 responses) answered **"No."** This low figure suggests that for the vast majority of the sample, charisma is not merely a superficial trait but a **powerful force for building genuine team identity and cooperation**. The findings reinforce the idea that effective teamwork depends not just on structure and rules, but on the emotional and relational leadership provided by the head of the group.

17. Have you ever felt motivated to take on a leadership role after working with an inspiring leader?

Have you ever felt motivated to take on a leadership role after working with an inspiring leader?
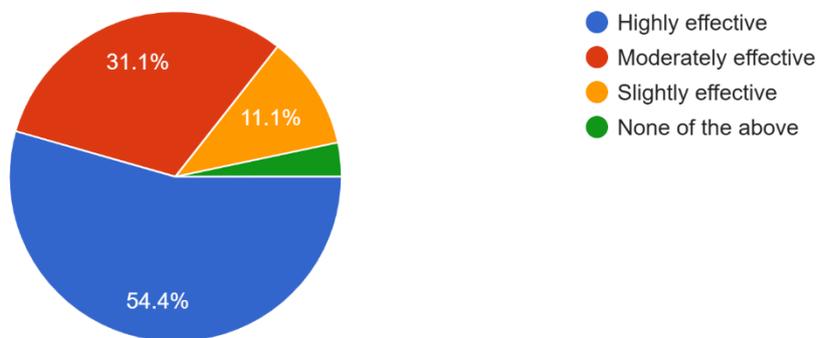85 responses

The pie chart addressing an overwhelming (77 responses) answered **"Yes."** This result demonstrates a near-universal experience among the respondents: **inspirational leadership is the single most effective catalyst for cultivating future leaders**. The positive influence and role modeling provided by inspiring leaders directly translate into a desire for others to step up and assume similar responsibilities.

Conversely, only a marginal (8 responses) answered **"No."** This minimal resistance suggests that the impact of a truly inspiring leader is so profound that it overrides individual reluctance or previous disinterest in leadership roles. The data clearly establishes that **inspirational leadership serves a critical function in leadership succession and development** by actively motivating followers to internalize leadership qualities and aspire to lead themselves.

18. In challenging situations, how effective is a leader's enthusiasm in maintaining team motivation?

In challenging situations, how effective is a leader's enthusiasm in maintaining team motivation?
90 responses

INDICATOR	NUMBER OF RESPONSES	PERCENTAGE
HIGHLY EFFECTIVE	49	54.4

MODERATELY EFFECTIVE	28	31.1
SLIGHTLY EFFECTIVE	10	11.1
NONE OF THE ABOVE	3	3.4

he pie chart, based on **90 responses** to the question **"In challenging situations, how effective is a leader's enthusiasm in maintaining team motivation?"**, provides a clear consensus: **enthusiasm is a highly effective tool for navigating adversity.**

Overwhelming Effectiveness

The data demonstrates a powerful belief in the motivational impact of a leader's positive energy, especially when facing difficulty:

• A definitive majority of (49 responses) rated a leader's enthusiasm as **"Highly effective."** This indicates that for more than half the sample, the leader's demonstrated **optimism, persistence, and positive demeanor** are seen as the single most crucial factor in preventing demoralization when facing crises or major obstacles.

• An additional (28 responses) deemed enthusiasm **"Moderately effective."**

Combining these two categories, an overwhelming of respondents believe a leader's enthusiasm is at least moderately effective. This confirms that motivation during challenging times is strongly driven by the leader's **affective resilience and emotional control**, rather than just their technical plans. Enthusiasm acts as an emotional buffer against fear, uncertainty, and burnout.

Minimal Ineffectiveness or Indifference

The minimal response rates in the lower categories underscore the strength of this perception:

• Only (10 responses) found it **"Slightly effective."**

• A mere (3 responses) chose **"None of the above."**

The small size of these groups suggests that the leader's emotional display is rarely, if ever, ignored or seen as irrelevant. The data validates the principle that leadership in a crisis is fundamentally **emotional work**. The leader's ability to remain visibly enthusiastic and positive serves as a **critical anchoring point** for the team's morale, ensuring members retain the motivation necessary to persevere and solve complex problems. For this group, a leader's high energy is an indispensable asset during times of strain.

19. Respondent's favourite role model who they think have great leadership qualities.

Though the open-ended question about favorite role models with great leadership qualities likely yielded many diverse responses, the mention of Donald Trump, Andrew Tate, and Vladimir Putin suggests they represent recurring choices based on their highly visible and often controversial charismatic leadership styles.

Here is a brief summary of the perceived charismatic information for each, focusing on the traits that likely appeal to a segment of respondents:

Charismatic Leadership Qualities of Most Occurring Role Models

1. Donald Trump (U.S. President)

Trump's charisma is rooted in an anti-establishment populist appeal and a persona of unyielding confidence.

- Key Traits: He projects decisive strength and unwavering self-belief, which followers interpret as reliability and competence. His charismatic communication relies on simple, repetitive rhetoric that bypasses conventional political language, creating a direct, emotional bond with his base who feel he is speaking unfiltered truth. His defiance of traditional norms is itself a source of his magnetic power.

2. Andrew Tate (Social Media Personality)

Tate's appeal and charisma come from a posture of extreme self-made success and defiance against mainstream culture, particularly resonating with young men.

- Key Traits: He broadcasts a clear, simplified vision of masculinity, wealth, and discipline, positioning himself as a leader who achieved success by rejecting conventional authority. His communication is highly provocative and polarizing, which is a classic charismatic technique used to form a strong, defensive in-group loyalty among followers who feel understood and empowered by his controversial messaging.

3. Vladimir Putin (Russian President)

Putin's charisma is distinct; it is less about personal warmth and more about the projection of national strength and unwavering control.

- Key Traits: He cultivates an authoritarian and stoic persona, emphasizing physical capability and emotional control. His appeal stems from a narrative of restoring order and national pride, appealing to followers who prioritize stability, state power, and decisive action over democratic complexities. His charisma is deeply tied to the institution of the state, representing its enduring, unyielding authority

Findings

☐ **Charismatic leaders significantly enhance motivation:**

Most respondents reported that a leader's charisma and enthusiasm positively influenced their willingness to contribute and perform better in team activities.

☐ **Confidence and communication are the most valued traits:**

Students identified **confidence**, **clear communication**, and **friendliness** as the most inspiring qualities in a leader, showing that interpersonal connection is key to effective leadership.

☐ **Preference for people-oriented leadership:**

A majority of students preferred **charismatic and people-focused leaders** over purely task-oriented ones, indicating that emotional engagement drives stronger teamwork.

☐ **Positive effect on teamwork and communication:**

Respondents agreed that charismatic leaders help maintain **better team coordination**, **resolve conflicts effectively**, and **improve communication** within groups.

☐ **Charisma encourages leadership aspiration:**

Many students expressed that working under an inspiring and energetic leader motivated them to take on leadership roles themselves in future college or professional environments

Suggestions

⬜ Promote leadership development programs:

Colleges should organize workshops and seminars to train students in charismatic and emotionally intelligent leadership, focusing on communication, confidence, and empathy.

⬜ Encourage mentorship and peer leadership:

Institutions can create mentorship programs where senior students guide juniors, fostering motivation and teamwork through positive leadership examples.

⬜ Incorporate leadership training into the curriculum:

Leadership and soft-skill development modules should be included in academic courses to help students cultivate charisma, vision, and collaboration.

⬜ Recognize and reward effective leaders:

Colleges should acknowledge student leaders who demonstrate motivational and people-oriented leadership styles, inspiring others to emulate these traits.

⬜ Enhance teamwork opportunities:

ore group projects, clubs, and community initiatives should be encouraged to give students practical experience in working with and learning from different leadership styles

CONCLUSION

The study explored how charismatic leadership affects the motivation levels of college students. It focused on how traits like confidence, communication, empathy, and vision improve team performance. The findings show that charismatic leadership plays a vital role in shaping students' motivation, cooperation, and overall involvement in academic and extracurricular

activities. Respondents from various disciplines, including Law, Commerce, Science, Arts, and Medicine, agreed that a leader's personality and enthusiasm directly impact their willingness to contribute and excel within a team.

The results also showed that students value emotional intelligence just as much as technical skills in their leaders. They prefer leaders who are confident, approachable, and inspiring over those who are authoritarian or inflexible. Charismatic leaders create a positive environment by promoting open communication, encouraging teamwork, and ensuring each member feels valued. This connection builds trust and a sense of belonging, both essential for lasting motivation and productivity. Additionally, many students noted that working under a charismatic leader inspired them to take on leadership roles themselves. This suggests that charisma has a ripple effect, helping to develop future leaders.

Another key finding is that charisma improves not only performance but also communication and conflict resolution within teams. Teams led by charismatic individuals are more likely to engage in healthy discussions, resolve conflicts constructively, and maintain enthusiasm, even during tough times. These results show that charismatic leadership is not just about being charming but about fostering emotional engagement and creating a shared purpose.

However, the study also highlights that effective leadership requires a balance between charisma and skills. While charisma can motivate followers, it needs to be supported by competence, integrity, and accountability for a lasting impact. The findings stress the importance of integrating leadership development into colleges' academic settings by encouraging students to build confidence, empathy, and self-awareness.

In conclusion, charismatic leadership greatly influences the motivation and teamwork of college students. It boosts collaboration, communication, and personal growth while fostering leadership potential in young adults. Educational institutions should prioritize programs that cultivate these qualities, helping students perform better academically and become confident, responsible, and inspiring leaders.

Bibliography

Bass, B. M. (1990). *From transactional to transformational leadership: Learning to share the vision.* Organizational Dynamics, 18(3), 19–31. https://doi.org/10.1016/0090-2616(90)90061-S

Conger, J. A., & Kanungo, R. N. (1987). *Toward a behavioral theory of charismatic leadership in organizational settings.* Academy of Management Review, 12(4), 637–647. https://doi.org/10.5465/amr.1987.4306715

House, R. J. (1977). *A 1976 theory of charismatic leadership.* In J. G. Hunt & L. L. Larson (Eds.), *Leadership: The cutting edge* (pp. 189–207). Southern Illinois University Press.

Shamir, B., House, R. J., & Arthur, M. B. (1993). *The motivational effects of charismatic leadership: A self-concept based theory.* Organization Science, 4(4), 577–594. https://doi.org/10.1287/orsc.4.4.577

Weber, M. (1947). *The theory of social and economic organization.* Oxford University Press.

Goleman, D. (1998). *Working with emotional intelligence.* Bantam Books.