

# The Impact of Teacher Leadership Traits on Student Success: A Correlational Study

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**Abstract** - In modern education, teachers act as mentors, helping students achieve their goals rather than just delivering knowledge. This study explores how teachers' leadership traits influence students' academic and social success, particularly in enhancing motivation and self-esteem. The study aims to assess the impact of teacher leadership on student self-esteem, examine the link between leadership traits and student achievement, and identify key elements of effective teaching. Using a correlational research design, data was collected from 400 participants, including 40 teachers and 100 students in grades 9–11 from various Chennai schools. Instruments like Rubinstein's self-assessment test and A. A. Rean's "Motivation for Success" questionnaire measured student motivation and leadership qualities. A strong link was found between teacher leadership qualities and student success. In classes where 58% of teachers displayed strong leadership skills, 64% of students were highly motivated, while only 35% of students in classes with less experienced teachers showed high motivation. Academic performance and self-esteem these skills can be boosted with the significance of teacher leadership in student outcomes. One of the vital qualities for student success is teacher leadership. Educational institutions can create environments that support both academic achievement and personal growth by improving these skills.

**Keywords:** Teacher Leadership, Leadership Traits, Student Success, Self-Esteem, Educational Environment, Academic Achievement, Personal Development

## I. INTRODUCTION

Traditional models of the educational landscape is changing where teachers primarily deliver knowledge to a more energetic style centered on holistic student progress. This change influences curriculum content, teaching methods, institutional objectives, and the goals for graduating students. Teachers are evolving into facilitators of student growth, while students are becoming active participants in their learning. As a result, educational institutions are redefining their core mission, emphasizing comprehensive personal development over solely academic instruction. This evolution raises important questions about what constitutes student success and how best to foster it in today's educational environment (Gutierrez, 2020; Martinez et al., (2019).

In the context of the prevalent traditional educational system that prevailed in the 20th century, educational achievement was connected with strong grades as well as high-quality information, skills, and abilities. Yet, there are currently a growing number of academics who are drawing attention to the flaws of this technique. According to the findings of empirical research, even an individual who possesses a broad vision, extraordinary talent in a specific field of knowledge, or in all academic fields is frequently unable to portray himself in a manner that is attractive to the general public (Abraeva & Povoroznyuk, 2015). A person's level of

knowledge does not, on its own, guarantee that they will be successful in their careers, families, communities, or other spheres of life. On the basis of this information, Research (Samokhiet et al., 2016) suggests that successful academic growth emerges from the intersection of three critical factors: high-quality instruction, solid student understanding, and healthy emotional engagement among learners (Mathur et al., 2024).

Research (Lebid & Shevchenko, 2020) reveals that today's information-rich environment poses significant challenges for knowledge processing and organization. They argue that simply accumulating information without developing analytical skills fails to meet current workforce requirements. While knowledge itself is valuable for promoting personal growth and motivation, traditional classroom settings struggle to cultivate the innovative and critical thinking abilities that modern society demands (Arasu et al., 2024).

True achievement stems from holistic personal development. When individuals cultivate balance across their physical, mental, emotional, and social capacities, they build resilience and adaptability (Abraeva & Povoroznyuk, 2015). Young people who master emotional self-regulation and critical thinking are better positioned to defend their viewpoints, tackle unconventional problems, and overcome obstacles - ultimately leading to greater success in their pursuits (Llopiz-Guerra et al., 2024).

To meet contemporary educational challenges, we must enhance both teacher status and effectiveness. This involves cultivating teacher-leaders who can serve as powerful role models for students. Such development should work in tandem with initiatives to boost high school graduation rates and increase college attendance, creating a more robust educational system that better serves student needs (Agung et al., 2024).

Research clearly demonstrates that an uncomfortable educational environment impairs not only learning outcomes but also students' social development and self-actualization. Martínez et al., (2019) found that the quality of the learning environment directly correlates with the teacher's psychological attributes and personal qualities. Key among these are the educator's ability to engage students in their subject matter, inspire discovery, and motivate achievement.

Modern research increasingly recognizes that the teacher's individual characteristics play a pivotal role in successful education. As primary facilitators and leaders of the learning process, teachers must commit to continuous personal growth and professional development to create optimal learning environments (Samokhin et al., 2016).

Rokhmani et al., (2019) and a number of other scientists present compelling reasons to demonstrate the need to implement institutional changes based on the transformation of relationships, leadership style, and the establishment of shared values among participants in the educational process. These reasons demonstrate the necessity to change the

educational system so that it is based on the transformation of relationships, leadership style, and the establishment of shared values. The responsibilities of a contemporary educator are located at the junction of a number of different spheres, such as student leadership, career counselling, and the students' own personal and social growth.

Orlando, (2013) identifies several key teacher characteristics that enhance student success: student respect, fostering group belonging, genuine care for student achievement, maintaining high expectations, subject matter passion, leadership capability, collaborative skills, and commitment to professional growth.

The current academic consensus recognizes that skilled educators who understand their craft are crucial in creating personalized learning environments that honor each student's individuality (Belova, 2015). This aligns with broader societal trends across business, politics, culture, and education, where leadership is increasingly viewed as a catalyst for improving organizational effectiveness. This leadership approach, particularly valuable in education, emphasizes interactive relationships rather than just measurable outcomes (Velikhanova, 2015).

Modern teacher-leaders must excel beyond traditional teaching abilities. As (Belova, 2015) notes, they need to demonstrate exceptional personal development, organizational capabilities, and the ability to inspire and nurture students' potential while encouraging self-directed growth.

Velikhanova, (2015) further emphasizes that a teacher's initial impression significantly shapes the entire educational interaction pattern. This first encounter often sets the tone for all subsequent learning experiences and student engagement.

Modern scholars broadly recognize that effective educators possess a comprehensive set of qualities including moral integrity, strong communication abilities, conflict resolution skills, persuasiveness, optimism, and generosity.

Kamalova & Mukhitdinova, (2019) emphasize that today's teachers must focus less on direct knowledge transmission and more on cultivating students' self-directed learning motivation. Their key responsibility lies in developing students' drive for success and independence while maximizing their potential. These complex objectives require educators with exceptional skills and qualities.

The development of pupils' social, moral, and professional traits is strongly influenced by the personality of the teacher, according to recent studies. According to (Navickiene et al., 2019), there is a critical connection between educational processes and communication. Research shows that a teacher's personality directly influences classroom relationships and student development. Dressinger & Vdovinskiene, (2020) identify key teaching skills such as connecting theory to practice, clear communication, engaging delivery, diverse interactive methods, and effective

motivation strategies. They emphasize that effective teachers excel in both formal and informal communication and maintain strong student relationships.

According to (Sabol et al., 2020) educators should model emotional control, help students navigate social situations, and mentor them in applying life skills. The link between group dynamics and teacher leadership, noting that a teacher's authority and traits like confidence and enthusiasm can enhance student motivation and academic performance was explored (Vazieva & Galiakberova, 2019).

According to (Swanson et al., 2019), active teaching approaches and mentorship greatly improve student skill, and students' active participation is linked to better cognitive outcomes. According to (Velikhanova, 2015), there are three primary elements that determine teacher authority: the social backdrop, the educator's personal attributes, and the value-driven expectations of the pupils. Subject knowledge, methodological proficiency, organizational aptitude, moral rectitude, communication abilities, and empathy are all crucial qualities. The study also emphasizes how both local classroom dynamics and larger social circumstances have an impact on fruitful educational interactions.

## II. PROBLEM STATEMENT

Gutierrez, (2020) defines the exemplary teacher-leader as one who combines strong academic credentials, professional expertise, and leadership abilities with a student-centered approach. Such educators demonstrate confidence in young people's potential while continuously pursuing their own professional development, particularly in emerging technologies. They exhibit positive personality traits, adaptability, resilience, and humor, while maintaining high spiritual values and serving as role models who stimulate students' intellectual growth. However, teacher effectiveness is multifaceted and cannot be measured by single criteria, as professional authority develops through various experiences and interactions.

Leading researchers (Gabelia, 2016; Navickiene et al., 2019) identify key qualities that enable teachers to nurture successful students: adaptability to new relationships, cognitive flexibility, distinctive personality, and creative thinking.

Literature analysis reveals that traditional authoritarian teaching methods inadequately prepared students for real-world challenges, with academic achievement alone not guaranteeing social success. Modern educational institutions must focus on developing knowledgeable, successful, and socially engaged individuals (Adamsky, 2005). Teachers with strong leadership capabilities are best positioned to meet evolving educational demands (Roslyakova, 2015). This underscores the need for more research on the link between teacher leadership traits and student achievement.

## III. LITERATURE REVIEW

Teachers are now seen as facilitators of student achievement rather than merely knowledge carriers, promoting creativity, initiative, and lifelong learning, according to (Adamsky, 2005), who also noted a change in educational methodologies. Samokhi et al., (2016) promoted a supportive learning environment and emphasized that emotional health is just as important for academic performance as cognitive abilities. According to (Lebid & Shevchenko, 2020), education should go beyond rote memorization in order to promote critical thinking and flexibility in order to satisfy the demands of the current workforce. According to (Martinez et al., 2019), a supportive environment that is fostered by enthusiastic and involved teachers greatly increases student engagement and academic success. According to (Kamalova & Mukhitdinova, 2019), teachers play a crucial role in encouraging students' independence and drive for self-directed learning, which enhances academic performance. Lastly, Vazieva & Galiakberova, (2019) showed how teacher leadership enhances overall academic achievement by having a beneficial effect on student involvement, focus, and self-discipline.

## IV. RESEARCH GAP

The study identifies a research gap in understanding how specific teacher leadership traits directly impact student outcomes, such as motivation, academic success, and self-esteem (Gabelia, 2016). While existing literature acknowledges the importance of teacher leadership, few empirical studies explore its measurable effects on these student success factors. Furthermore, how these leadership qualities might be methodically developed inside educational institutions to improve student accomplishment is frequently overlooked in prior study. This disparity emphasizes the necessity of a targeted study of the particular traits that characterize successful teacher leadership and how they affect the development of an atmosphere that supports student achievement. To address this gap, several research questions are formulated:

1. What kind of a connection exists between the traits of a good leader in the classroom and the amount of achievement achieved by the students?
2. What specific leadership traits in teachers are most strongly correlated with improved academic performance among students?
3. How do teacher leadership qualities influence students' self-esteem and motivation for success?
4. In what ways can teacher leadership development programs be designed to enhance the effectiveness of educators in promoting student achievement?
5. What role does the educational environment play in mediating the relationship between teacher leadership traits and student success?

6. How do students perceive the impact of their teachers' leadership styles on their own academic and personal development?
7. What are the long-term effects of teacher leadership on students' career choices and life outcomes beyond academic settings?

**V. METHODOLOGY**

The study employed a correlation research design involving 400 participants, including 100 students from grades 9–11 and 40 teachers from secondary schools in Chennai. Data collection utilized A. A. Rean's questionnaire on motivation for success and Rubinstein's self-assessment test to evaluate factors influencing academic success.

**VI. LIMITATIONS**

1. The study is limited to a specific geographical area (Chennai), which may affect the generalizability of the findings.
2. The reliance on self-reported measures could introduce bias in assessing both teacher leadership qualities and student motivation.
3. The sample size, while adequate, may not capture the full diversity of educational settings across different contexts.

**VII. OBJECTIVES OF THE STUDY**

1. To explore how the leadership qualities of teachers influence the academic and social success of students.
2. To assess the impact of teacher leadership on students' self-esteem regarding their capabilities and future success.
3. To establish the correlation between teacher leadership development and student achievement motivation.
4. To identify the essential characteristics of effective teacher-leaders that contribute to student success.

**VIII. FINDINGS**

In the experiment, there were a total of 400 participants: 100 students in grades 9–11 from state budget educational institutions and reputed schools, as well as 40 teachers from secondary schools in the city of Chennai. Therefore, based on empirical research, Salimullina, (2018) identified the most important characteristics of a teacher-leader as the following: professionalism, communication skills, the ability to persuade others, a developed intellect, activity, the ability to organise, decisiveness, initiative, and responsibility. Variables like as adaptability, readiness to innovate, generosity, faith in pupils, and the ability to engage and inspire students to pursue self-development were incorporated into the research that we conducted.

According to the findings of the study, there was a high level of leadership abilities present among 58% of the teachers. (Table I).

TABLE I THE LEVEL OF DEVELOPMENT OF THE COMPONENTS OF TEACHERS' LEADERSHIP

| Criterion / level | Sincerity | Self-management skills | Awareness of purpose | Problem solving skills | Presence of creative Approach | Influence on others | Knowledge of the rules of organizational works | Organization skills | Ability to work with a group |
|-------------------|-----------|------------------------|----------------------|------------------------|-------------------------------|---------------------|--|---------------------|------------------------------|
| High              | 20%       | 65%                    | 59%                  | 73%                    | 38%                           | 59%                 | 65%  | 76%                 | 64%                          |
| Average           | 45%       | 30%                    | 26%                  | 16%                    | 43%                           | 35%                 | 25%  | 12%                 | 21%                          |
| Low               | 35%       | 5%                     | 15%                  | 11%                    | 19%                           | 6%                  | 10%  | 12%                 | 15%                          |

In a similar vein, 15% of instructors have acquired leadership potential at a low level, whilst 21% have grown leadership qualities at a moderate value (Fig. 1).

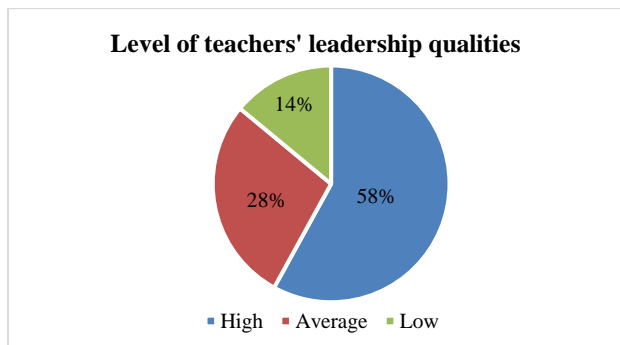


Fig. 1 Distribution of Levels of Development of Leadership Qualities Among Teachers

A. A. Rean's questionnaire titled "Motivation for success – fear of failure" and Demo-Self-Assessment Rubinstein's Test were utilised in this research project to investigate the factors that contribute to the academic success of school-aged children (Gladkaya & Gutnik, 2016).

After compiling all of the diagnostic data, it was discovered that just 44% of children are driven to accomplish their full potential. The results of the self-evaluation test showed that the average level was predominant for the majority of the markers, despite the fact that 56% of the persons cited the desire to avoid failure as a motivating factor (Fig. 2).

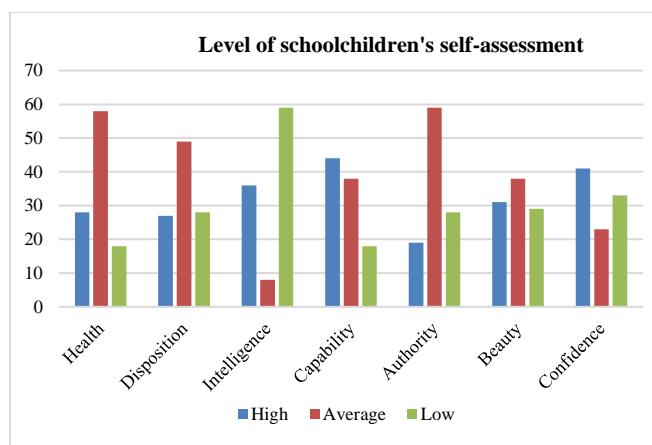


Fig. 2. The Level of Assessment by School Children of the Components of their Success

A distribution like this suggests that students are being overly pessimistic about their own capabilities, prospects, and likelihood of achieving their goals. So, the ability of schoolchildren and students to maximise their natural predispositions, areas of interest, and skills in accordance with their unique qualities can be viewed as essential to their level of academic achievement. At the same time, having enough levels of self-esteem and being driven by a desire to accomplish one's goals are also key success markers. A link between the level of teacher leadership growth and student accomplishment was found after comparing the indicators of teachers and students in their classes. Hence, in classes where the instructors exhibit a high level of leadership, inventiveness, and authority, an average of 64 percent of the students have good markers of accomplishment motivation and self-esteem. In comparison, only 35% of the children in classrooms where the teachers had low levels of leadership development demonstrated high levels of success and accomplishment motivation. These classrooms were taught by teachers with low levels of leadership development. The examination of the data with the Spearman coefficient showed that there is a substantial direct link between the amount of leadership qualities possessed by teachers and the presence of success motivation among their students ( $p = 0.948$  at the 0.05 level of significance). Also, the correlation coefficient between teacher leadership and the self-esteem of their students ( $p = 0.953$ ), which confirms the existence of a direct relationship between these parameters, shows that there is a direct relationship between these parameters. So, as a result of the findings of the study, we are able to draw the conclusion that the cultivation of leadership abilities in a teacher has a direct impact on the level of success achieved by their students. A teacher who is able to lead, act as a role model for their students, and inspire them to strive for higher levels of achievement is one who is dynamic, assertive, responsible, and self-reliant; who views shifting conditions and increased demands as an opportunity for self-development; and who respects their students. At the same time, a teacher who is accustomed to working with traditional methods, which are founded on the ideas of information transmission and control, and who employs authoritarian methods of leadership, produces dread and a

desire to escape punishment in the minds of their students. These students tend to avoid challenges and unfamiliar situations, which lowers their motivation, self-actualization, social adaptability, and competitiveness. Consequently, this leads to weaker performance both academically and in other areas of life.

## IX. FUTURE AREAS OF STUDY

Future studies could examine how teacher leadership traits change over time and the long-term effects they have on student outcomes. A more comprehensive understanding of teacher leadership's impact on student accomplishment may be obtained by examining it in a variety of cultural and educational contexts. Furthermore, creating and evaluating initiatives to improve teacher leadership abilities may directly improve student achievement and motivation.

## X. CONCLUSION

The study highlights the critical link between student achievement and teacher leadership, showing that teachers with strong leadership qualities significantly boost student motivation and self-esteem. Specifically, 64% of students in classrooms led by effective teacher-leaders demonstrated positive motivation, compared to just 35% with less effective leaders. Key traits of successful teacher-leaders include professionalism, effective communication, and the ability to inspire, which promote both self-directed learning and a supportive learning environment. This underscores the need for schools to prioritize teacher leadership development to enhance student outcomes. By fostering leadership skills in teachers, educational institutions can improve both academic performance and personal growth in students, preparing them for success in a rapidly evolving world.

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