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Professor's Leadership Style and Academic Performance: The Mediating Effect of Class Engagement

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Abstract

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Purpose: *The study aims to investigate the relationship between leadership style and academic performance with the mediating effect of class engagement.*

Methods: *Stratified sampling technique was used, targeting 253 graduates' management students of Butwal out of total population 625. Data was analyzed using a seven-point Likert scale in a questionnaire. Similarly, a descriptive and causal comparative study design was employed, along with a wide range of statistical measures, such as mean, standard deviation, correlation, and regression, which are selected for reliable data analysis using IBM SPSS Statistics version 20 and Smart PLS student version.*

Results: *The results reveal that there is positive and significant effect of charismatic and emotional leadership on academic performance with the mediating effect of class engagement. Likewise, transformational leadership does not show any effect on academic performance.*

Conclusion: *The research concludes that the emotional leadership is most influencing determinants of academic performance of Professor. So, the colleges and universities should prefer the emotional leadership of the professor to enhance the academic performance.*

Keywords: Professor's leadership, class engagement, emotional leadership, charismatic leadership, transformational leadership.

I. Introduction

In the context of universities where the students are not participated significantly their academic performance is low. Likewise, a study by Fredricks et al. (2004) found the students mostly not engaging in class resulted their academic performance low resulting lower motivation. In above context of graduate education and institutions they are found to be less likely to be participated for growth and development of upcoming leaders, by compromising

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the intellectual features and growth of the students (Kuh, 2008). Academic performance only does not compute a person's achievement also evaluate institutions growth. Students' academic performance does not only compute the recognition of an individual also it includes the overall institution or organization prosperity (Tinto, 2017).

If there is good academic performance it enhances the prosperity of the organization through fame, also pulls talents faculties and students. Bok (2006) reflected good academic performance helps on growth and development of the organization through increasing the profile and position to intelligent faculty and students.

Past studies have found that there is crucial involvement of the leadership styles on academic performance. The study suggests that a style of professor to present in class effects the student's engagement that upgrade the academic performance. The way of lecturing by the professors impacts the students class engagement, which affects the academic performance positively (Hoy & Miskel, 2013). Waters et al. (2023) stated that leadership style adopted by the professors significantly affects the student's engagement, that improves the academic performance.

Brown et al. (2021) found in study that transformational leadership positively influences the academic performance with extended participation in classroom, but authoritarian or laissez-faire leadership style negatively influences among these variables. Hence, the study came to know that all leadership styles may not be applicable for all academics so, faculty should use the leadership styles according to the needs of the students or scholars.

Leadership is the process of attracting and motivating an individual, groups or organizations towards respective goals and objectives (Northouse, 2025). Similarly, Leadership is fundamentally the ability to influence and motivate individuals towards achieving shared goals and objectives (Tyaningsih & Nurachadijat, 2023). There is good history in impact of leadership style in academics field but in recent 20th century the studies have explored the leadership style in organizational achievement. Before days the leadership was thought the crucial, dictatorship, hierarchal authority and control but in recent days it is taken as an important aspect for participating and empowering leadership styles in order to increase the organizations performance. Bass and Riggio (2006) stated in study leadership has significantly changed from traditional concept of autocratic, dictatorship and cruel hierarchical control to modern era where participation in decisions, empowering equally to repute the organizational performance.

Instead of huge research on leadership styles and academic performance there comes the research gap which should be fulfilled. Well, the previous findings have explored the correlations between these variables but now it is to be explored the mediating effect of scholar engagement in Nepalese context. Hence, conducting this research helps to predict professors' leadership style for students and enhance the academic performance with good achievement. In contrast, this study introduces a mediating variable to measure both direct and indirect relationships between variables. This creates overall impact on academic performance of scholar. Past literature largely focuses on findings from different cultural contexts, excluding the Terai region of Nepal as found on study of (Khanal & Park, 2016) and (Khadka, 2020). To address this limitation, our study proposes a comparative analysis of the professor's leadership style and academic performance of the Terai region.

Objectives

To assess differences in opinion of gender, age groups and marital status with regard to professors' leadership styles and academic performance.

To examine the relationship between Professors leadership style and academic performance.

To analyze the mediating effect of class engagement in the relationship between Professors leadership style and academic performance.

II. Reviews

Transformational leadership theory which are addressed by Burns (1978) and later on revised by Bass (1985) has recommend the productive leaders motivate and encourage their retainer in order to achieve huge institutional growth and individual performance. Here transformational leadership incudes the motivation, intellectual property, charismatic and also focuses personal growth and development. Academic field consists this quality of transformational leadership in professors or teachers in order to increase the engagement of students in learning activities through intellectual process with personal view which ultimately leads the academic achievement.

Social Learning Theory was evolved by Bandura (1977) and author states that individuals learn by seeing the actions patterns, attitudes, and emotional response of the people, known as models. By the observation and learning an individual behavior pattern is changed. This theory also focuses the significance of vicarious reinforcement, where an individual sees consequences and effects on others and adjust accordingly. This theory also helps to learn from certain observation of the behavior where teaching and learning activities would more rather effective and efficient. Ultimately Such pattern in universities enhances the academic performance of the scholar.

During the study the professor's leadership styles and academic performance which is related by Self-Determination Theory of Deci and Ryan which was profound in 1985 relates with the ability to make own choices and take the decisions according to autonomy. Three basic needs for growths are mentioned by this theory i.e., competence, connections and autonomy. Most of the people in today's era want to make their decisions and choices self. The professors who is able to increase the engagement of the students in learning activities by providing the autonomy, self-tendency to move forward and growth and finally, providing the intrinsic reward to their task enhances the motivation and academic success which supports the study.

Empirical Review

Raza and Sikandar (2018) investigated how instructors' leadership styles affect students' academic achievement using the Hersey and Blanchard situational model. Additionally, 80 eighth-grade students' achievement tests and readiness level scale are used to gather data utilizing an experimental research approach. Additionally, the results showed that a teacher's leadership style can directly impact student accomplishment by changing the preparedness level of scholars.

Sharma et al. (2022) revealed purpose of the study is to examine the effect of servant leadership style on employee engagement in higher educational institutions in India through the questionnaire was studied using structural equation modeling. Finally, the study resulted that there is relationship between servant leadership and work engagement with the mediating effect of job satisfaction.

Huang and Marechal (2023) concluded there is significant effect of teacher leadership and teaching style on academics participation with aim to explore the effect of teachers leadership and tutoring style on student engagement in higher universities in Sweden through qualitative method data collected through semi structured interviews with students and teachers.

Al-safaran et al. (2014) found that there is significant effect of principals' leadership style on schools' outcome and environment through descriptive statistics and ANOVA data from Kuwait and USA. The objective of the study was to investigate the effect of principals' leadership style on schools' outcome and environment.

Hallinger and Heck (1996) evaluated the role of principal in school productiveness. Their study is evolved on data collected from 1980 to 1995. They researched for achieving the theoretical but due to complexity they have got empirical study, so they have centered the different probable theories related to this study and purposed their study to evaluate the role of the head teacher in overall schools' effective performance.

Khadka (2020) aimed study to examine the leadership behaviors in order to specify the consequence on students' learning achievement. They have collected through questionnaires from 121 private schools which revealed the findings that transformational and transactional leadership of the principal is highly significant on student learning and achievement.

Hazzam and Wilkins (2023) used an online poll of American university students to gather data for their study, which aimed to determine how lecturers' charismatic leadership and technological adaption can enhance student engagement, learning performance, and satisfaction. The data was analyzed using structural equation modeling based on covariance. The research's conclusions highlight the importance of lecturer and student characteristics for proper engagement and performance in online classes.

Moreno-Casado et al. (2022) revealed the purpose of the study is to find out the relationship between students' perception of teacher leadership and the students psychological needs. Additionally, questionnaire is used for 858 respondents i.e., students and multilevel modeling analysis (MLM) is used. Furthermore, the findings of study revealed that transformational leadership shows significantly positive relationship with students' need satisfaction and negatively showed their need frustration.

Khanal and Park (2016) revealed the purpose of this research is to find out the role and effect of school principal leadership inclusive progress of school. The data is collected through the collection of articles related to principles' leadership from google search, ERIC (Education Resources Information Center), stage publication etc., As a result it is found that leadership of schools' principal has huge influence on students' achievement subsequently it influences scholar actions, creativity, academic success and teachers' motivation which leads overall success of school.

Trigueros et al. (2020) aimed to find out effect of teacher's emotional leadership on student academic performance. The study is taken 3354 university students. A structural equation model was taken to analyze the relationship among variables. The study founded that the emotional leadership and academic motivation creates well academic performance and motivation among the students.

Ratna et al. (2022) conducted a study to find the effect of leadership of teacher on student's academic performance. Data is collected from 400 students of the Business school through a well-structured questionnaire with hypothesis testing research design and Data analysis is done with SPSS 2021. The findings of the study revealed that there is significant effect of transformational leadership on academic performance.

The purpose of the study is to compare the leadership quality of universities advisors perceived by students which enhances the academic performance. Survey-comparative design of a quantitative research approach was used in two universities convenience sampling method was used to select 207 samples. The study revealed that there is the significant effect of Charismatic Leadership on Academic Performance (Awodiji & Naicker, 2022)

According to Kim et al. (2023), students' perceptions of class participation and trust were influenced by the leadership styles of their professors and their academic achievement. A more thorough viewpoint than previous research is provided by using a range of leadership philosophies to build a model that investigates the relationship between faculty leadership philosophies and student outcomes. Lastly, research reveals that class engagement acts as a mediating factor between professor leadership and academic success.

Hypotheses

From above research study the following research hypothesis can be generated:

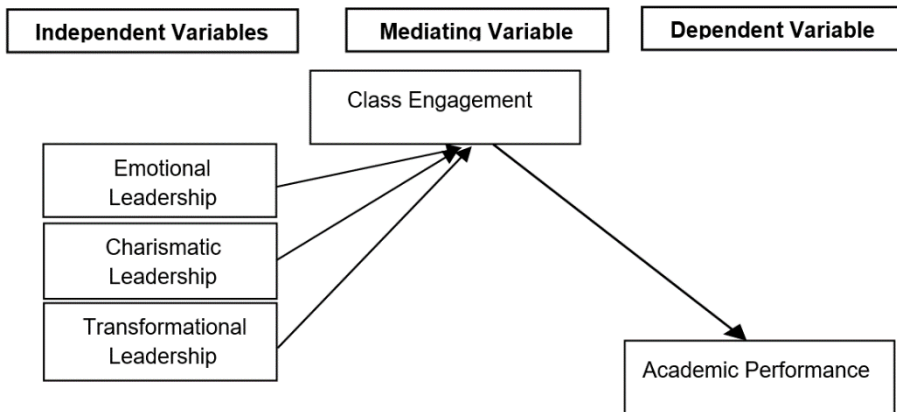
H1: There is a significant effect of Emotional Leadership on Academic Performance.

H2: There is a significant effect of Charismatic Leadership on Academic Performance.

- H3: There is a significant effect of Transformational Leadership on Academic Performance.
- H4: There is a significant effect of Professors' Leadership Style on Academic Performance with mediating effect of class engagement.

Figure 1

Research Framework



III. Methodology

Research Design

Descriptive research and Casual Comparative research design is used in study. population of the study is the students of MBA and MBS of campuses affiliated to Tribhuvan University in Butwal Sub- Metropolitan City in year 2023-24 AD. The total number of MBA and MBS students of collages affiliated to Tribhuvan University in Butwal Sub- Metropolitan City for the year 2023-24 is 25. Therefore, the population of the study is identified as 625 individuals. Collection of all individuals or objects or items under study and denoted by N. By using Yamane's (1967) formulas sample size is determined (Approx.) Sample Size (n) = $N/1+Ne^2 = 243$.

Out of the 260 respondents that received questionnaires, 253 make up the study's sample size. The sample is drawn through the stratified sampling technique to collect the data. A primary source was used to gather quantitative data for the investigation. Based on the literature gathered from (Kim et al., 2022), an adopted questionnaire was established. To collect responses from the participants, the questionnaire uses a seven-point Likert scale: 1 for strongly disagree, 2 for disagree, 3 for slightly disagree, 4 for neutral, 5 for slightly agree, 6 for agree, and 7 for strongly agree. The respondents' more detailed and accurate information is provided via the seven-point Likert scale.

Detailed practices and structures pertaining to the selected variable were identified in the first phase. For each independent and dependent variable, sets of questions were then created. Finally, to reduce errors and ambiguities, a pilot test of the questionnaire was administered to a sample of 30 respondents. To examine and categorize student responses, descriptive statistics such as mean and standard deviation (SD) were calculated. To evaluate the study instrument's dependability, a reliability test was also carried out. The data's normal distribution was examined using a normality test, more precisely the K-S test. Additionally, one-way ANOVA is utilized as a non-parametric test and the simple independent t-test is used as a parametric test.

IV. Results and Discussion

This section deals with the analysis and results of the research article. The data collected have been analyzed using Smart PLS and SPSS, and the results obtained have been incorporated into this chapter. The chapter comprises four sections. Section one deals with the demographic profile of the study. Likewise, Section two incorporates the results of descriptive tools such as outer loading, mean, standard deviation, VIF, and Cronbach's alpha. Moreover, section three deals with inferential statistics where hypotheses formulated are tested using statistical tools such as correlation, regression, mediation, and moderation analysis.

Table 1

Measurement Items Assessment/ Assessment of Survey Items

Variable	Items	Loadings	VIF	Mean	SD	Mean	SD
Academic Performance	AP1	0.786	1.811	5.585	1.49	5.313	1.569
	AP2	0.797	2.172	5.779	1.463		
	AP3	0.868	2.699	5.632	1.476		
	AP4	0.855	3.44	4.964	1.695		
	AP5	0.771	2.644	4.605	1.722		
Class Engagement	CE1	0.822	2.641	5.822	1.468	5.469	1.514
	CE2	0.828	3.168	5.194	1.503		
	CE3	0.714	2.15	4.767	1.773		
	CE4	0.81	2.998	5.17	1.474		
	CE5	0.764	2.123	5.486	1.495		
	CE6	0.813	2.675	5.154	1.633		
	CE7	0.829	4.116	5.921	1.434		
	CE8	0.713	3.009	6.245	1.332		
Charismatic Leadership	CL1	0.898	3.115	4.759	1.876	4.301	1.967
	CL2	0.885	3.197	4.312	1.964		
	CL3	0.829	2.337	4.356	2.074		
	CL4	0.804	2.192	3.854	1.966		
	CL5	0.917	4.058	4.225	1.954		
Emotional Leadership	EL1	0.875	2.688	3.431	1.78	3.336	1.819
	EL2	0.912	3.35	3.399	1.759		
	EL3	0.869	2.36	2.794	1.677		
	EL4	0.778	1.699	3.719	2.058		

Transformational Leadership	TL1	0.797	2.675	4.443	1.944	4.016	1.915
	TL2	0.764	2.715	4.905	1.833		
	TL3	0.889	3.698	4.233	1.847		
	TL4	0.853	3.224	4.206	1.963		
	TL5	0.836	3.073	3.241	1.876		
	TL6	0.764	2.548	3.067	2.025		

As shown in Table 1 the measurements and validity associated with the outer model. It displays the outer model's mean, standard deviation (SD), variance inflation factor (VIF), and standardized outer loading. Four latent variables are evaluated using twenty-eight scale items. All of the items' outer loading values are higher than the 0.70 threshold, indicating each item's absolute contribution to assessing the corresponding variable (Sarstedt et al., 2017). According to Hair et al. (2019), there is no multicollinearity across the scale items because all of the items' VIF values are less than 5. As a result, the items do not exhibit multicollinearity. On the 7-point Likert scale, the mean and standard deviation (SD) of every measurement item fall within a reasonable range. As a result, the measurement items are valid and reliable for additional evaluation.

Table 2

Construct Reliability and Validity Assessment

Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Academic Performance	0.875	0.880	0.909	0.666
Charismatic Leadership	0.918	0.931	0.938	0.753
Class Engagement	0.912	0.916	0.929	0.621
Emotional Leadership	0.881	0.889	0.919	0.739
Transformational Leadership	0.902	0.920	0.924	0.670

Table 2 contains the validity and internal reliability of the study's constructs. All of the constructs' Cronbach's Alpha values are higher than the conventional cutoff point of 0.705 (Bland & Altman, 1997), confirming the reliability of the scale employed to measure each construct and demonstrating the internal consistency of all the constructs. Additionally, construct validity and reliability are shown by Composite Reliability (CR) rho_a and CR rho_c values exceeding 0.70 (Saari et al., 2021; Hair et al., 2022). All of the constructs appear to have established convergent validity, as indicated by the Average Variance Extracted (AVE) values being over the 0.50 threshold values (Hair et al., 2022). Therefore, all of the quality criterion measures are qualified by the outcomes of the preceding table.

Table 3*One-Sample Kolmogorov Smirnov Test*

	Class Engagement	Emotional Leadership	Charismatic Leadership	Transformational Leadership	Academic Performance
Kolmogorov Smirnov Z	1.797	1.788	1.537	1.684	2.221
Asymp. Sig. (2tailed)	.072	.073	.124	.092	.000

As shown in Table 3, given that the Z values for class engagement, emotional leadership, charismatic leadership, and transformational leadership fall between -1.96 and +1.96 and their P values is more than 5 percent, the distribution of these variables is normal. However, because their Z values do not fall between -1.96 and +1.96 and its P value is less than 5 percent, the Academic Performance Z-value does not follow a normal distribution. The study employs parametric tests for a normal distribution and non-parametric tests for a non-normal distribution.

Table 4*Independent T- Test with Regard to Gender.*

Variables	Gender	N	Mean	T value	P value
Class Engagement	Male	68	5.5202	.406	.685
	Female	185	5.4514		
Emotional Leadership	Male	68	4.5478	-.717	.474
	Female	185	4.7068		
Charismatic Leadership	Male	68	4.1441	-.886	.376
	Female	185	4.3589		
Transformational Leadership	Male	68	3.9853	-.187	.852
	Female	185	4.0270		

In table 4, we applied Simple Independent t-test because the above variables data are normally distributed. The p values of all variables are greater than 5% or $p > 0.05$, so alternative hypothesis is rejected in all the variables. Hence there is no significant difference between male and female with regard to factor of Class Engagement, Charismatic Leadership, and Transformational Leadership.

Table 5

Independent T-Test with Regard to Marital Status.

Variables	Marital Status	N	Mean	T value	P value
Class Engagement	Married	87	5.3204	-1.445	.150
	Unmarried	166	5.5482		
Emotional Leadership	Married	87	4.6580	-.044	.965
	Unmarried	166	4.6672		
Charismatic Leadership	Married	87	4.2989	-.016	.987
	Unmarried	166	4.3024		
Transformational Leadership	Married	87	4.1437	.937	.349
	Unmarried	166	3.9488		

In table 5, we applied Simple Independent t-test with regard to marital status for above variables with the normality. The p values of all variables are greater than 5% or $p > 0.05$, so alternative hypothesis is rejected in all the variables. Hence there is no significant difference between married and unmarried with regard to factor of Class Engagement, Emotional Leadership, Charismatic Leadership, and Transformational Leadership

Table 6

Mann-Whitney U Test with Respect to Gender

Variables	Gender	N	Mean Rank	Z value	P value
Academic Performance	Male	68	129.35	-.310	.757
	Female	185	126.14		
	Total	253			

Since in the table 6 The alternative hypothesis is rejected since the p value is greater than 0.05. As a result, there is no discernible difference in academic achievement between men and women.

Table 7

Mann-Whitney U Test with Respect to Age Groups

Variables	Age group of Respondents	N	Mean Rank	Z value	P value
Academic Performance	Below 30	243	128.02	-1.100	.271
	30-40		102.10		
	Total	253			

Since in the table 7, the alternative hypothesis is rejected since the p value is greater than

0.05. As a result, there is no discernible difference in academic achievement between age groups.

Model Fit Assessment

We looked at the model's goodness-of-fit indexes. To be more precise, the standardized root means square residual (SRMR) was applied. The threshold value of 0.08 is exceeded by the SRMR value of 0.062. As noted by Hu and Bentler (1998), this suggests that the model has excellent explanatory power.

Charismatic Leadership's f-square value for the variable class involvement is 0.024. It demonstrates that the impact of charismatic leadership on student participation is minimal. Likewise, Transformational Leadership has a medium impact size on class engagement, at 0.195. Additionally, there is a significant impact size, as indicated by the f-square value of 0.539 for emotional leadership on class engagement. Additionally, the impact of class engagement on academic performance is 2.144, indicating a substantial effect size (Cohen, 1988).

Finally, Academic Performance's R-square score is 0.681, indicating a modest level of predictive potential. Additionally, Class Engagement's r-square score is 0.478, indicating moderate power (Hair et al., 2013).

Table 8

Test for Significance of Correlation Coefficient

	Class Engagement	Emotional Leadership	Charismatic Transformational Leadership	Academic Performance
Class Engagement	1	.681**	.434**	.812**
Emotional Leadership		1	.551**	.608**
Charismatic Leadership			1	.348**
Transformational Leadership				1
Academic Performance				

** Correlation is significant at the 0.01 level (2-tailed).

From Table 8, it is found that the value of the correlation coefficient (r) Class Engagement and Academic Performance is 0.812, indicating a positive relationship between them.

And similarly, the correlation coefficient between Emotional Leadership and Academic Performance is 0.608 (0.608² = 0.3697), indicating a 36.97 percent positive relationship between Emotional Leadership and Academic Performance.

Likewise, the correlation coefficient between Charismatic Leadership and Academic Performance is 0.348 (0.348² = 0.1211), indicating a 12.11 percent positive relationship between Charismatic Leadership and Academic Performance. Also, the correlation coefficient

between Transformational Leadership and Academic Performance is $-0.362(-0.362^2 = 0.1310)$, indicating a 13.10 percent negative relationship between Charismatic Leadership and Academic Performance. Therefore, it may be said that the alternative hypothesis is accepted at the 1 percent level of significance because the p-value of each of the factors mentioned in connection to academic performance is less than 1 percent.

Figure 2

Path Diagram

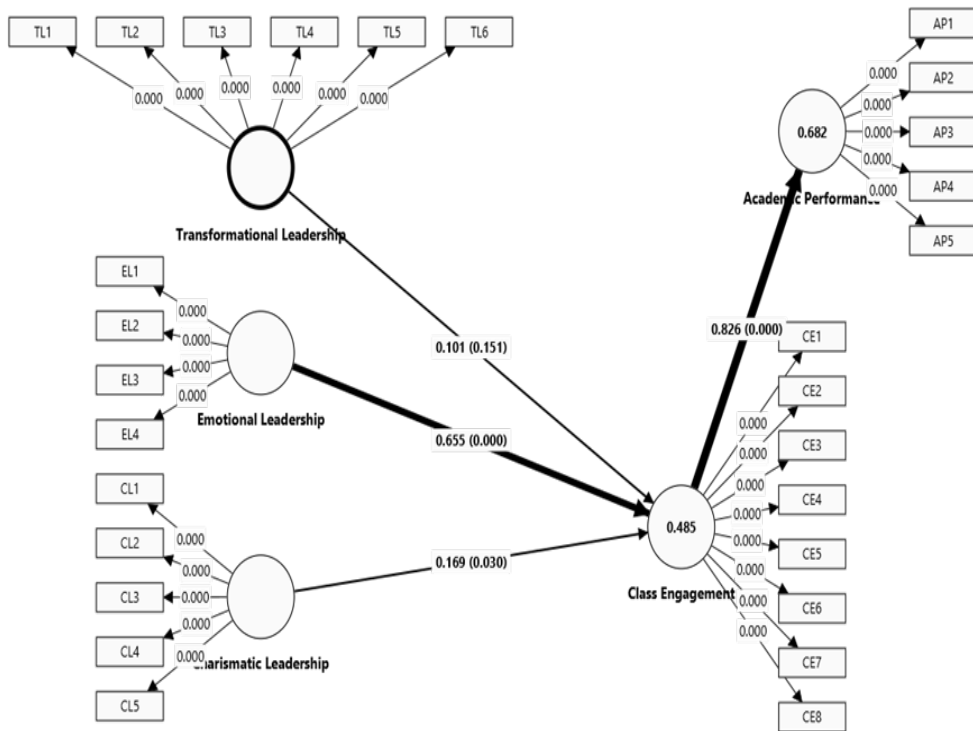


Table 9

Hypotheses Testing (Direct Effect)

Hypotheses	B	mean	STDEV	T stat.	P value	Decision
H1: Charismatic Leadership -> Class Engagement	0.169	0.17	0.078	2.167	0.03	Accepted
H2: Class Engagement -> Academic Performance	0.826	0.826	0.027	30.62	0	Accepted
H3: Emotional Leadership -> Class Engagement	0.655	0.656	0.066	9.875	0	Accepted
H4: Transformational Leadership > Class Engagement	0.101	0.1	0.07	1.437	0.151	Rejected

The boot-strapping findings under 5000 subsamples and hypotheses are displayed in Figure 2 and Table 9 above. At the significance level of 0.05, the aforementioned hypotheses,

H1, H2, and H3, are accepted. Therefore, class engagement is positively and significantly impacted by charismatic leadership ($\beta=0.169$; $p<0.05$). Similarly, academic performance is positively and significantly impacted by class engagement leadership ($\beta=0.826$; $p<0.05$). Similarly, class engagement is positively and significantly impacted by emotional leadership. However, H4 is rejected at a significance level below 0.05, meaning that there is no meaningful connection between class engagement and transformational leadership ($\beta=0.101$; $p>0.05$).

Table 9

Hypotheses Testing (Mediating Effect)

	β	Mean	STDEV	T stat.	P value	Decision
H5: Emotional Leadership -> Class Engagement -> Academic Performance	0.541	0.542	0.06	8.974	0	Accepted
H6: Transformational Leadership > Class Engagement ->Academic Performance	0.083	0.082	0.058	1.434	0.152	Rejected
H7: Charismatic Leadership ->Class Engagement ->Academic Performance	0.14	0.14	0.065	2.142	0.032	Accepted

The bootstrapping findings and the conclusion on the hypothesis with mediating effects are shown in Table 9. The findings show that class engagement has a favorable and substantial impact on both academic performance and emotional leadership ($\beta=0.541$; $p>0.05$). Likewise, there is a positive but insignificant relationship between academic performance and transformational leadership and class engagement ($\beta=0.083$; $p<0.05$). Similarly, there is a positive and significant relationship between academic performance and charismatic leadership and class engagement ($\beta=0.14$; $p>0.05$).

Table 10

IPMA table

	Importance	LIV Performance
Charismatic Leadership	0.165	55.478
Emotional Leadership	0.663	61.773
Transformational Leadership	0.099	49.204
Mean	0.309	55.485
Class Engagement	-	74.764

The table 10, indicates the performance-importance analysis of the class engagement components. According to the findings, class engagement will rise from 74.764 to 74.929 if charismatic leadership is increased by one unit, from 55.478 to 56.478. Similarly, class engagement will rise from 74.764 to 75.427 if we enhance emotional leadership by 1 unit, from 61.773 to 62.773. Similarly, the class engagement would rise from 74.764 to 74.863 if we increase the transformational leadership unit from 49.204 to 50.204. Therefore, it suggests that the most important element for raising class engagement in colleges and universities is emotion.

Discussion

Kim et al. (2023) found Emotional leadership of professor significantly influences student perception of class engagement, indicating the importance of professors displaying emotions that resonate with students. According to Yusniarti et al. (2022), faculty emotional leadership

significantly improves students' academic achievement. Therefore, it can be concluded that earlier research supports the current conclusion, which likewise indicates a good correlation between academic performance and emotional leadership.

Moreover, Budiarti et al. (2020) found in the context of academic settings, charismatic leadership has been linked to improved students' performance when combined with academic supervision. Additionally, Awodiji and Naicker (2022) Study have shown that teacher leadership quality of charismatic plays a crucial role in shaping students' outcomes. The effect of teacher's charismatic leadership significantly effects the academic performance of the students and sets the strong bond and trust between students and teacher (Widiantari et al., 2022). Therefore, it can be concluded that the current finding that provides are positively correlated with academic performance is consistent with findings from earlier research in the same field.

Further, Harefa (2022) stated that there is no significant effect of transformational leadership on academic performance or subjective well-being of lecturers. Thus, it can be said that present findings match with the finding of previous study.

Finally, Hanaysha et al. (2023) stated that the class engagement plays the mediating role for academic success of the students with class environment and universities facilities. Also, Kim et al. (2023) stated that professors leadership style affects the academic performance with the mediating effect of class engagement which is consistent with current findings.

V. Conclusion and Implication

From the findings, the beta coefficient of the independent variable emotional leadership is higher among all with the mediating effect of class engagement. Hence, the colleges and universities should prefer the emotional leadership of the professor to enhance the academic performance. Also, it is determined that any of the demographic variables does not affect the opinion of the respondents, so the collages should not focus more on the components like; gender, age groups etc., to enhance the scholar academic performance.

Organizations may require to revise their policies to show the importance of leadership qualities in professors. This could help to develop the overall organizations and faculties to enhance the quality. In order to recruitment and hiring the faculties in the colleges and universities the mandatory skills and their quality is required which may guideline the HR department. This results the good hiring process in the organizations. The universities invest the huge budget on training and development of the faculties. The invest is fruitful when the result enhance the performance, the above research may guideline to select the proper training and development. Professors proper leadership quality enhances the academic performance of scholars. From this process the students can enhance their quality in the market and they can develop their skills.

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