AXIOLOGICAL ASPECTS OF ACADEMIC CHARISMA

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Abstract
Axiological management is a unique combination of value management and axiology, i.e. different understanding of values and their prioritization perceived by different individuals or groups. The importance of axiological management is significant for all types of organizations, and especially for universities that cultivate the professional-personality profile of students. Using the methods of analysis, comparison and synthesis, the theoretical part of the paper deals with the topic of values, value management, axiology, and charisma. The empirical part is based on two surveys carried out on a sample of students of the Faculty of Management and Informatics, University of Žilina, Slovakia. In the first survey students (n = 150) defined the importance of multiple competences or values of university teachers; they determined the importance of key values related to the quality of the educational process. In the second, in a more focused survey, students and graduates (n = 100) expressed their opinion on the various content meanings of a special and highly valued competence, i.e. charisma when applied by teachers to students. The conclusions of both surveys confirm the assumption that students have high expectations in the area of the profile of great teachers, while at the same time the charisma of teachers attaches real importance, and simultaneously, student perceptions of various aspects of charisma are relatively different.

Keywords: value, value management, axiology, university, students, charisma.

1 INTRODUCTION
Essential duty of educational management is to contribute and assist in providing grounds and suitable conditions for teachers and students, and subsequently, progress in education affairs [1]. It is because the teaching quality is an important criterion for quality assessment of education utilized by students, parents, and authorities [2]. In this sense, the importance of values at the university increases permanently. Values connect the university managers, teachers, researchers, administrative and supportive staff, students, parents, employers, partners and overall societal community into one firm whole. Values of any of listed groups actively influence and even press on the improvement of qualitative content of values of each of the participated group.

Values can in principle be defined in many ways. To now, the most attention is placed on the value created for customers or clients [3], [4], [5], [6]: from an economics viewpoint, the added value of work or organizational performance [7], [8] and overall values of company and/or brand [9], [10] are obviously emphasized; from the societal viewpoint, value of external partnership is disputed [11]; from the viewpoint of an insurance and health care, professionals seek to quantify the value of human health or even human life [12], [13]; often the value of money or property is pertracted [14], [15]; etc. However, in order to contribute to fulfilment of the meaning of man as a human being, the values that are felt and believed by people are at the forefront [16].

Based on the crucial role of educational system, and especially the forming role of universities, the aim of paper is to search the topic of axiology at higher education. The theoretical attention is devoted to the content of terms the value management, the axiology, and the charisma. Empirical part presents and discusses results of two surveys performed: from the perspective of students, the first one searches the importance of key values of great university teacher; from the perspective of students and graduates, the second one searches concretely the contextual sub-values of the charisma, viewed by the paper’s authors as a unique competence and/or value of the university teacher.

2 VALUE MANAGEMENT, AXIOLOGY AND CHARISMA
Today’s organizational context is rapidly becoming more complex and often unexpectedly so; value management is ideally suited to support the organization’s need to become more responsive to both stakeholders’ needs and a continually changing market and competition [17]. The European value management standard defines value management as: “a structured means for achieving better business
More concretely, “Value management is primarily concerned with delivering stakeholder outcomes, that is benefits, resulting from improvements in business performance through change programs, which relate equally to major capital investments and business as usual operations” [19]. Woodhead and Downs (2001) add that “Value management explicitly acknowledges that ‘value’ is an amalgam of many anticipated outcomes (e.g. different stakeholder and process needs and wants), analyzes the functions that need to be performed and seeks to produce a ‘best’ way of performing those functions, after generating and evaluating creative options” [20].

In its narrowest sense, ‘value theory’ is used for a relatively small area of normative ethical theory particularly, but not exclusively, of concern to consequentialists. In this narrow sense, ‘value theory’ is roughly synonymous with ‘axiology’. Axiology can be thought of as primarily concerned with classifying what things are good, and how good they are. For instance, a traditional question of axiology concerns whether the objects of value are subjective psychological states, or objective states of the world [21]. Of course, “an important part of any plausible ethical theory, consequentialist or otherwise, is its axiology: its ranking of states of affairs in terms of better and worse overall, or (if cardinal information is also present) its assignment of values to states of affairs” [22].

“Axiology is the most basic value science because successful achievements in its inquiries is required for fully successful achievements in all other value science, they depend on it” [23]. The importance of axiology as a separate scientific discipline is also proved by the fact that in 2004 was founded scientific journal Cultura: International Journal of Philosophy of Culture and Axiology [24]. In 2008, the Robert S. Hartman Institute began publishing a journal dealing with the theoretical and applied aspects of Hartmanian formal axiology, the Journal of Formal Axiology: Theory and Practice [25].

Kazanceva (2018) opines that in the field of axiology dis/application, following problems have to be solved: (1) In what way exactly are values implemented in the daily business practice? (2). Are these values become the main criterion when making management and operational decisions? (3) Who is the main carrier of corporate values? (4) How to form values? [26]. Legcilina (2018) answers to questions listed in this way: “Institutional space indirectly sets values through the regulation of the company’s objective organizational culture” [27].

Exploring the university culture and its real possibilities of action to improve the value systems (of teachers, students, etc.), probably expectations are always higher than the actual outcome. There must be many other mechanisms, strong competences, and the influence of university authorities to shift values to a qualitatively higher level. In this context, as one of the core values of the university teachers, a charisma is assignment of prominence.

Thereto, although charisma has always been an intriguing and controversial topic, charismatic people impact the world, whether they’re starting new projects, new companies, or new empires; charisma can make the world go round – it makes people want to do what one want them to do [28]. Max Weber, one of first scientists who dealt with charisma, defined charisma as “a certain quality of an individual personality by virtue of which he is considered extraordinary and treated an endowed with supernatural, superhuman, or at least specifically exceptional powers” [29]. Oakes (2015) defines the charisma in similar way as “a magic quality, a fascinating effect of the leader’s presence. …. It is the magnetic ability of some people to inspire and lead others, is an enigma that most of people have experienced yet find hard to explain” [30]. Additionally, when one can project both power and warmth together, s/he really maximizes his/her personal charisma potential [28]. In this perspective, Weber disclosed also the essence of charisma and called it ‘pure charisma’: it is an ecstatic experience when eyes meet, hearts stop, and mind merge. On the other hand, pure charisma has some inherent antinomian and anti-institutional predisposition [29]. This means, charisma – as a complex competence or value – needs to be carefully explained, evaluated, trained and transferred to others, especially to teachers and students.

3 METHOD

Rapid and deep change in the science gives way to new theories into people’s life and thus, in order to survive, new sciences and disciplines should be learned and the old theories with no efficiency should be put aside. Changes in technology lead to changes in organization’s styles and methods and any change makes it necessary to change acquiring knowledge and skills [1]. There must be changes not only in the styles and methods of education at universities. Priority must be given to changing the values
and approaches of academics towards students and the overall growth of both professional and personality value orientation of teachers and, by that, the values that students believe.

According to Duţă et al. (2014), university teacher competence is defined by three dimensions: cognitive dimension (knowledge), functional dimension (skills), and attitudes and value dimension (teacher autonomy and responsibility), [31]. As mentioned above, the focus of this article is on the last of the dimensions: values. Greaves and Ord (2017), when considering the topic of values, even dispute on ‘effective axiology’: “the axiology that one should use for guiding decisions, in whatever way one should generally use an axiology for guiding decisions (maximizing, satisficing, maximizing subject to certain side constraints, or whatever)” [22]. Therefore, interested in a deeper examination of the field of axiology – searching the university and personal values – applied to the university, the authors performed two partial sociological surveys, on a sample of students and graduates of the University of Žilina.

4 RESULTS

In the first survey, \( n = 150 \) respondents were involved, i.e. students of bachelor and master study of Faculty of Management Science and Informatics, University of Žilina. Among the respondents, \( n = 132 \) male and \( n = 18 \) female. The survey was focused on perceiving the characteristics of a great university and attributes or values of teachers taught by students. Its main objective was to gain knowledge for the potential improvement of the education quality at the university.

The results of the first survey have led the authors to further explore a unique attribute or value, i.e., charisma. Despite the fact that students have ranked the teacher’s charisma to the last place in the ranks of the important values of a great teacher of a great university, the authors decided to focus their attention on charisma and its axiological thoughts. It is because charisma is a very helpful and it is “a skill that people can learn and practice” [28].

4.1 Results of first survey

Under the key question of first survey, opinions on attributes of the university great teachers, or values they should follow, were examined. The question contained 10 predefined statements/values of university teacher. The task of the respondents was to assess the importance of each defined competence. The predefined competences or values were determined on the basis of a previous survey of the authors, and also based on the views of other authors dealing with the topic of profile of university teacher (e.g. [32], [33], [34], [35], [36]; etc.). 7-point scale was used where 1 means the less important, and 7 means the most important value of university teacher (Tab. 1).

<table>
<thead>
<tr>
<th>Values of university teacher</th>
<th>Importance of the value (frequency of expressions)</th>
<th>Order of value importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Expertise and professionalism</td>
<td>0 0 0 7 16 55 72</td>
<td>7</td>
</tr>
<tr>
<td>Pedagogical skills</td>
<td>0 0 1 7 22 82 4</td>
<td>4</td>
</tr>
<tr>
<td>Justice and objectivity</td>
<td>0 1 1 5 15 26 102</td>
<td>1</td>
</tr>
<tr>
<td>Skills to motivate and inspire</td>
<td>0 0 1 11 14 48 76</td>
<td>5/6</td>
</tr>
<tr>
<td>Tolerance and patience</td>
<td>1 0 2 13 23 43 68</td>
<td>8</td>
</tr>
<tr>
<td>Friendliness and willing to help</td>
<td>0 0 5 20 37 88</td>
<td>3</td>
</tr>
<tr>
<td>Communicability and clarity</td>
<td>0 0 2 7 16 36 89</td>
<td>2</td>
</tr>
<tr>
<td>Empathy and humanity</td>
<td>0 1 6 17 19 40 67</td>
<td>9</td>
</tr>
<tr>
<td>Charisma</td>
<td>2 6 6 28 21 34 53</td>
<td>10</td>
</tr>
<tr>
<td>Decentness, honesty, courtesy</td>
<td>1 1 3 11 22 36 76</td>
<td>5/6</td>
</tr>
</tbody>
</table>

Based on the assigned frequencies can be in terms of students consider all the values for the key to the great teacher. The most significant value on the selected scale was 7 for all attributes. The highest importance for each of these values was marked by the over-majority of respondents. The most important value was justice and objectivity.
4.2 Results of subsequent (second) survey

In order to get statements about the internal content (matter-of-fact) of charisma of the university teacher, a sample of respondents was deliberately wider in the second survey: the respondents were not only students but also graduates of the Faculty. Among the interviewees were \( n = 51 \) male and \( n = 49 \) female, and \( n = 63 \) students and \( n = 37 \) graduates. The main objective of the survey was to gain insights, inspirations, and incentives to improve the application of charisma at the university.

The first question focused mainly on the perception of the concept of charisma and its impact on the overall performance of the university and the results of the respondents. In this survey, the Likert 5-point scale was selected. Respondents were asked to respond in the chosen scale, where 1 represented 'completely agree' and 5 'completely disagree'. \( n = 99 \) respondents answered this question (Tab. 2).

**The full text of question:** “Charisma generally represents a certain radiance or personal spell that positively influences others and can lead to better results and deeper devotion. Do you think that if the charisma of senior university staff (rector, vice-rector), faculty (dean, vice-dean) and departments (heads of department) is applied to university teachers, it can improve the university's overall performance and student outcomes?”

Positive, but also binding, is that almost 85% of respondents fully agree or agree with the stated meaning of charisma and think that charisma can improve the university performance and the results of students.

<table>
<thead>
<tr>
<th>Scale of answers</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = completely agree</td>
<td>49</td>
<td>49.49</td>
</tr>
<tr>
<td>2 = rather agree</td>
<td>35</td>
<td>35.35</td>
</tr>
<tr>
<td>3 = agree/disagree</td>
<td>13</td>
<td>13.13</td>
</tr>
<tr>
<td>4 = rather disagree</td>
<td>2</td>
<td>2.02</td>
</tr>
<tr>
<td>5 = a completely disagree</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

However, the key task of this survey was to explore the content concepts of the academic charisma. Therefore, the next question contained 6 predefined meanings/charisma components, and the role of the respondents was to choose all meanings, i.e. sub-values of charisma, that are important for the university advancement (Tab. 3). Particular meanings of charisma were defined on the ground of knowledge and personal experience of the paper's authors. \( n = 99 \) respondents answered the question. Among the components, which the respondents are seen as important for the university development, is **cultivated communication** (79.80% of respondents) and **positive transfer** (72.73%).

**Table 3. Contextual elements of academic charisma viewed by students and graduates.**

<table>
<thead>
<tr>
<th>Sub-values of academic charisma</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive transfer – transfer positive energy and the overall positive effect on teachers and students</td>
<td>72</td>
<td>72.73</td>
</tr>
<tr>
<td>Applied esteem – meaningful adaptability to teachers and students, and taking into account their expectations</td>
<td>57</td>
<td>57.58</td>
</tr>
<tr>
<td>Attractive vision – an attractive image of the future, belief in its accuracy and benefit for teachers and students</td>
<td>34</td>
<td>34.34</td>
</tr>
<tr>
<td>Cultivated communication – attentive listening to teachers and students, sincerity and ability to engage them</td>
<td>79</td>
<td>79.80</td>
</tr>
<tr>
<td>Activating devotion – involving teachers and students in action and achieving a, common‘ vision</td>
<td>36</td>
<td>36.36</td>
</tr>
<tr>
<td>Active autonomy – building independent and advanced thinking and acting of teachers and students</td>
<td>42</td>
<td>42.42</td>
</tr>
</tbody>
</table>
By the third question, the data on the most essential charisma component were obtained from the viewpoint of the respondents. Cultivated communication and positive transfer were also considered the most important components of the value (Tab 4). The most frequently represented options are identical in the second and third questions, regardless of whether respondents could select multiple answers or just one. \( n = 99 \) respondents answered the question again.

<table>
<thead>
<tr>
<th>Sub-values of academic charisma</th>
<th>Frequency</th>
<th>%</th>
<th>Order of importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive transfer</td>
<td>29</td>
<td>29.29</td>
<td>2</td>
</tr>
<tr>
<td>Applied esteem</td>
<td>4</td>
<td>4.04</td>
<td>6</td>
</tr>
<tr>
<td>Attractive vision</td>
<td>12</td>
<td>12.12</td>
<td>3</td>
</tr>
<tr>
<td>Cultivated communication</td>
<td>38</td>
<td>38.38</td>
<td>1</td>
</tr>
<tr>
<td>Activating devotion</td>
<td>9</td>
<td>9.09</td>
<td>4</td>
</tr>
<tr>
<td>Active autonomy</td>
<td>7</td>
<td>7.07</td>
<td>5</td>
</tr>
</tbody>
</table>

Differences in responses can be seen in the applied esteem. If respondents could identify multiple charisma components, the abundance of this option was up to 57.8%. However, if only one option could be selected, the frequency was only 4.04%.

### 4.3 Discussion

In the open discussion with the respondents, the question was then put about the reason for choosing a specific component of charisma. \( n = 52 \) respondents from the total survey sample were involved in the discussion. In this part, respondents’ comments will be complemented by views of the world authors about the reasons discussed.

Reasons for selecting ‘cultivated communication’ were several. Many of them were comparable or even identical. The most important of these can be the importance of communication as such. Communication is the basis of mutual relations and, in the opinion of respondents, the other components of charisma are based on it. Pasch et al. (1998) emphasize, in addition to the teacher’s skill of listening well, attentively, i.e. actively, also the skill of ‘attending behaviour’. This means using many verbal and non-verbal reactions indicating to a student that the teacher listens and considers the student’s words (replies, acts, skills) to be important [37]. Another reason was the importance of feedback. Based on its proper giving, building and consolidation of relationships will be achieved. All the above reasons lead to a positive impact, which is to increase motivation not only on the part of students but also on the part of higher education teachers.

On the other hand, one of the reasons for highlighting the importance of cultivated communication was its acute shortage. Respondents think it is the ability to engage a student or teacher that is unique and very rare. However, respondents consider it a necessary condition for the future development of the university, improving conditions for students, improving the educational process, and ensuring a more effective problem solving.

When reasoning the ‘positive transfer’ (of energy, enthusiasm, zeal, etc.), respondents focused mainly on providing a positive atmosphere that is very important for them. Positivism influences the development of people and the whole university, and encourages mutual motivation: teacher – student and vice versa. Through support and a positive approach, respondents believe the work efficiency is increasing. This is in full accordance with the opinion of Triyanto (2019): “Supportive learning atmosphere will make students understand the purpose of the importance of learning” [32] and opinion of Quested et al. (2018): “The support from an agent in a position of authority (e.g., a teacher, work leader, or a parent) is examined regarding agents’ effects on the need fulfilment of the recipients” [38].

The reasons for choosing an ‘attractive vision’ were tied to the following respondent’s opinion: “Without setting a target in the form of an attractive vision, work is just a repetitive routine, and thus the quality and enthusiasm of performance is diminishing”. If it is possible to see the meaning of doing activities and endeavouring, the motivation is increased. Even many great visionaries usually have a great charisma, they are therefore an inspiration for others. According to Carrera and Ramírez-Hernández
Learning and motivation are inherent factors in the life of any individual with each being fundamental in leading people to search for a more extensive knowledge of the world that surrounds them, personal improvement and a better quality of life [39].

The choice of ‘active autonomy’ was related to the effort to do the best, according to one’s own experience and one’s own imagination, in order to achieve the best possible results. Another reason was to ensure the student’s readiness for practice through independent thinking and action. This is in accordance with the results of Hornung and Rousseau’s study (2007), performed at \( n = 166 \) and \( n = 133 \) hospital employees, where “in both samples, autonomy positively affected employee role breadth self-efficacy and personal initiative, which in turn had positive though differential relationships with employee responses to change” [40].

Respondents selected the ‘activation of devotion’ especially because of their applicability to teamwork. It is also essential to ensure that students or teachers are inclined towards the opinions expressed, i.e. an interest in doing. This can be supported by the opinion of Mohamadi and Malekshahi (2018) that teaching is liable to the charge of different biases and understandings that are culture-bound [41].

The last component, which gave the reason for the choice, was ‘applied esteem’. Respondent, who commented on this issue, considers the esteem as a means to gain respect. Indeed, „creating a sense of respect, connection, and belonging among members of the community in relation to engagement in tasks could also be addressed” [38].

5 CONCLUSIONS

Human values are influenced and formed especially through an educational system of the country, i.e. through the active performance and cultivating behaviour of teachers and assistants at primary schools, teachers and professional experts at secondary school, and teachers, researchers and managerial + administrative staff at universities.

Despite the view that values generally be nurtured through the institutional culture, at universities they are likely expectations always higher than the actual results and yearns. Culture reflects the true state of relationship, traditions, behaviours, ways of dealing with multiple (both joyful and conflicting) situations, shared beliefs and values, and so on. Because the (non/improved) values represent an important but only a small part of all cultural system, its rapid impact on value improvements is therefore questionable. In order for the values to move to an advanced level, other support mechanisms and systems (communication, social, information, management, etc.), supplemented by advanced competences and by strong and reputable university authorities, must be in place at the university. In this context, charisma becomes one of the core values of the university teacher.

Charisma in this sense can be perceived as some inner light, an inner strong and yet positive energy, atomized and simultaneously accumulated and passed onto others, especially those who are able to accept it. However, experience shows that charisma in the full meaning is not possessed by all university managers and teachers (or they do not realize it), and therefore they cannot or are unable to transmit it to their colleagues and students. But, the strong arguments for the development and application of charisms are the results of the surveys presented. They show that charisma has its strong role in the development of the university and its values.

In addition, from the point of view of the axiological investigation, the assumption that charisma has several contextual components has been confirmed and the individuals attribute relatively different importance to them. Despite the fact that respondents identified as most important sub-values of charisma just the cultivated communication (first position, marked by 38.38% of responded students) and positive transfer on the others (second position, 29.29%), their reasons to select the importance of each sub-values are relatively different. This confirms that charisma shows clear signs and simultaneously requires advanced axiological assessment mechanisms.

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