

Leadership Traits and Academic Performance of Grade 12 Accountancy, Business, and Management Students of Mabolo National High School

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Date received: May 23, 2024

Date revised: June 10, 2024

Date accepted: June 14, 2024

Originality: 92%

Grammarly Score: 99%

Similarity: 8%

Recommended citation:

Repuela, M., De Los Santos, C.M., Viking, A.F., & Polinar, M.A. (2024). Leadership traits and academic performance of grade 12 accountancy, business, and management students of Mabolo National High School. *Journal of Interdisciplinary Perspectives*, 2(7), 767-774. <https://doi.org/10.69569/jip.2024.0245>

Abstract. Solid and effective leadership qualities are paramount in shaping and influencing students' academic performance. These leadership attributes motivate and inspire students to strive for and attain their full potential. Furthermore, such qualities are instrumental in fostering the development of essential skills among students and encouraging their active participation in contributing to the progress and advancement of their community and nation. This descriptive-correlational study examined the leadership traits and academic performance of the grade 12 accountancy, business, and management (ABM) of Mabolo National High School. Using Slovin's formula, the study drew seventy-three (73) respondents selected randomly to represent the school's ABM students. The authors used a modified tool to gather data from the respondents, and the tool has undergone a validity and reliability test. The study employed a weighted mean and Pearson correlation coefficient to analyze the data. Based on the results, the respondents perceived social skills and emotional intelligence as dominant leadership traits, while conflict resolution and people management were weak traits as perceived by the respondents. Also, it was found that leadership traits have a significant relationship to academic performance. Therefore, the study concludes that leadership qualities exhibited by students in the ABM strand have a noteworthy influence on their academic achievements, their capacity to engage in productive collaboration with their peers, and their positive contributions to the overall learning atmosphere. The study offered a sweeping set of recommendations to address deficiencies in leadership qualities. These recommendations are intended to cultivate well-rounded societal leaders among students.

Keywords: Leadership traits; Academic performance; Well-rounded leaders, Descriptive-correlational; Mabolo National High School; Cebu City.

1.0 Introduction

Education is always placed on top. It was the perfect path to chase our dreams. Education is essential as it is the step-by-step process to achieve the goals and a key to unlocking opportunities within desired companies for individuals. Education helps us improve our academic performance. This is where students can showcase their ability and activeness in learning. Acquiring a quality education is crucial because it makes an individual more capable of leading and serves as the foundation for leadership, where they can develop and strengthen their leadership abilities.

Leadership involves inspiring, motivating, and influencing people or groups toward a common goal or vision, frequently by setting a good example and making wise choices. According to Ward (2023), leadership is the skill

of inspiring a group of individuals to act in the direction of a shared objective. Leadership behavior refers to Leaders who can learn these actions and strategies to enhance the efficiency of those in their vicinity, and individuals employ these behaviors to inspire people to act when they possess a vision for an organization, a product, or a group of people (Indeed, 2023). Also, leaders inspire others, offer guidance, foster a positive work environment, and take initiative to drive action (Wale, 2019). Academic performance is the achievement and success of a person or group in educational settings. It is often assessed using a variety of measures, including grades, test results, participation in class, and overall educational success.

Understanding leadership traits can lead to better teamwork and collaboration in academic and professional settings, fostering a positive group dynamic. According to Yasmin (2018), leadership characteristics such as motivational support, recognition, appreciation, leadership, and an optimistic attitude are essential for improving job performance and achieving employee satisfaction. Identifying leadership traits helps individuals make more effective decisions in leadership roles or when contributing to group choices. Developing leadership traits can enhance career prospects, as employers highly value strong leadership skills. Academic performance can assist in educational planning, helping students set realistic goals and improve their study habits. High academic performance can lead to scholarships and other financial incentives for students, reducing the cost of education.

Several studies proved that leadership traits contribute to academic performance. According to Dabesa and Cheramlak (2021), a positive and significant correlation exists between leadership effectiveness and students' academic achievement. In Handy's (2017) research, a positive correlation was observed between leadership skills and both grade point average (GPA) and Measures of Academic Progress (MAP) reading scores. The scores reflecting leadership skills also explained 20% of the variation in GPA, independent of the influence of control variables. Moreover, the leadership style of a school's principal impacts students' performance, particularly student accomplishment, according to Chen et al. (2022). The leadership approaches of individuals have been observed to impact their performance, whether in a professional or academic setting (Chan, 2023).

Although many studies provide valuable insights into the impact of leadership styles on a student's academic performance, the question of how leadership traits impact the Academic Performance of Grade 12 students in Accountancy, Business, and Management of Mabolo National High School and how they relate with sex remains unanswered highlighting the need for further research. This study specifically aims to identify the relationship between leadership traits and students' academic performance and to check whether gender matters in being a leader.

Knowing one's leadership traits for today's students cannot be underestimated. In their future careers, ABM students will experience the unpredictable global market of today's work environments. Overall, the result of this study aims to aid the students in knowing their leadership traits and using them to their advantage toward academic achievement despite their gender.

2.0 Methodology

2.1 Research Design

To overcome the research problems presented, this study used a descriptive-correlational research approach to ascertain the students' leadership traits and academic performance. The information gathered from the survey questionnaire helped produce the final product. The frequency distribution and weighted mean are two data types and statistics used in this study.

2.2 Research Locale

The study was conducted at Mabolo National High School (MNHS), a public Senior High School located at Pope John Paul II Avenue, Cebu City, 6000, specifically in the Accountancy, Business, and Management (ABM) strand. This school was chosen for the investigation because of its handy location – it is close to SM City Cebu, Police Station 4, and Saint Joseph the Patriarch Parish.

2.3 Research Respondents

The students from Mabolo National High School served as the research respondents. These students are enrolled in the 12th grade for Accountancy, Business, and Management in the 2023–2024 school year. The study will use a

simple random sampling method to select 73 respondents from the Accountancy, Business, and Management strands. As mentioned earlier, the researchers believed that students in grade 12 of senior high school from the mentioned strand were eligible to take part in the research.

2.4 Research Instrument

This research considers two (2) quantitative (used questionnaires) instruments. The questionnaire's origins are described in depth on the page that follows. Part 1: The Level of Agreement of Leadership Traits The tool for the level of agreement of leadership traits is adapted from the research study of Socorro Austria, Angel E. Billones, Justin Galarse, Nikki O. Josol, Hans Stephen G. Maringuran, and Stephanie P. Recla entitled Leadership Competencies of Accountancy, Business, and Management Students at Mabolo National High School in 2023. The researchers altered the existing questionnaire by adding a new question: the demographic profile (sex). Part 2: The Level of Agreement of Academic Performance The tool for the level of agreement of academic performance was adopted by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregory in 2015. Cronbach's alpha was employed to determine the reliability and consistency of the tool, providing a reliability coefficient score. The pilot test yielded a result of 0.8276, indicating internal consistency in the responses from the respondents.

2.5 Data Gathering Procedure

The researchers started by brainstorming ideas for study topics and discussing their choice of title with their teacher. After accepting the title, their teacher permitted them to conduct this investigation. Additionally, the researchers sent the assisting principal a second letter asking permission to conduct the investigation. Subsequently, they finished the core initial stages of the study, encompassing the problem statement, demographic profile, and variables. In the end, the researchers created and printed the necessary questionnaires. Researchers conducted a survey from room to room to gather data, a process expected to span two to three days before the quarterly examination. Some students declined participation, citing the lengthy questionnaire. Additionally, certain teachers are unwilling to permit data collection as immediate lesson discussions are prioritized due to the impending examination.

2.6 Data Analysis

Microsoft Excel was used to carefully count, tabulate, and analyze the survey results. The statistical treatments used by the researchers are the frequency distribution, simple percentage, weighted mean, and Pearson Product Moment Correlation Coefficient. Frequency distribution was employed to arrange the data collected by the researchers from survey questionnaire participants. This allows researchers to examine the entire dataset quickly. Also, one may calculate the average statistically using the weighted mean by multiplying the weights by their respective means and adding the results. This kind of averaging gives weights to individual values according to the significance of each observation. To get the weighted mean, multiply the weight by the quantitative result, then sum each product. If every weight is the same, so are the weighted and arithmetic means. Moreover, the Pearson Product Moment Correlation Coefficient (Pearson r) test was used to assess if leadership traits (x) and academic performance (y) had a significant relationship.

2.7 Ethical Consideration

The study will place a great deal of emphasis on ethical issues, particularly throughout gathering data. Instead of discriminating, the researchers will use social values of responsibility, objectivity, and child welfare. Researchers must remain unbiased when distributing surveys to avoid being swayed by their feelings, opinions, or interpersonal connections. The researchers make sure that this study has a positive effect on the environment around the students.

3.0 Results and Discussion

3.1 Demographic Profile

This section highlights a detailed presentation, analysis, and interpretation of the data about the particular goals of the investigation. The following demographic information was recorded and tabulated: Sex and Grade Level, with 73 students responding to the survey.

Table 1. Sex profile of the respondents

Sex	Frequency	Percentage
Male	35	47.95
Female	38	52.05
Total	73	100

Table 1 presents data from a sample size of 73 respondents, 35 of whom were male and 38 of whom were female. Most participants in this survey are female. The fact that there are more female students in leadership roles may be the cause of the outcome. On the contrary, Njaramba et al. (2022) reveal in their findings that most respondents are male student leaders.

3.2 Leadership Traits

Table 2. Descriptive statistics of the leadership traits of Grade 12 ABM students

Leadership Traits	Mean	Descriptive Equivalent	Rank
Social Skills	3.40	Strongly Agree	1
Emotional Intelligence	3.23	Agree	2
Conflict Management	3.10	Agree	3
Empowering	3.05	Agree	4
Adaptability	2.93	Agree	5.5
Being Helpful	2.93	Agree	5.5
Setting and Sharing a Compelling Vision	2.93	Agree	5.5
Problem-solving	2.86	Agree	8
Conflict Resolution	2.64	Agree	9
People Management	2.63	Agree	10
Overall Mean	2.97	Agree	

Table 2 shows the scores of Accountancy, Business, and Management students, the interpretation for each score, and the ranking of each attribute. Mabolo National High School's accountancy, business, and management students generally agreed with the leadership trait variable. Furthermore, the table above shows that the grade 12 Accountancy, Business, and Management students of Mabolo National High School ranked social skills as the highest weighted mean, 3.40, with a strongly agreed interpretation. Social skills, as per Herrity (2023), encompass various forms of communication, such as spoken, nonverbal, written, and visual. They are commonly known as "interpersonal" or "soft skills." Also, according to Breil et al. (2021), social skills like persuasion, compassion, and calm are critical in both business and educational environments, and selection procedures benefit greatly from evaluating these abilities. Multiple studies supported the study's findings regarding social skills. Just like the study of Ramesh et al. (2021) indicates that enhanced academic success correlates with high personal and social competence. Therefore, social skills training contributes to healthy development and prevents academic underachievement by improving students' social skills, lowering behavioral difficulties, and improving academic performance (Souza et al., 2018). In addition, people management came in at number ten, having the lowest weighted mean of 2.63 and an agreeable interpretation. According to Dutta and Chaudhry (2021), people management is the attitude of monitoring people's mindsets and using developed abilities and attitudes to accomplish goals and objectives in the workplace. Ghosh (2023) defines it as a series of practices encompassing the entire talent acquisition, optimization, and retention spectrum. These practices provide ongoing support to the business and guidance to employees within the organization. Several papers claimed that people management is essential to becoming a leader. In the study of Shi (2021), people management is essential for students' academic success because it enables them to create sensible career plans and uphold moral principles. According to Muluk (2020), students who possess outstanding management abilities should embrace behavioral and motivational strategies that favorably impact their social and academic performance.

3.3 Academic Performance

As shown in Table 3, the item with the highest received weighted mean of 3.62 has a strongly agreed interpretation: "I want to get good grades in every subject," meaning every student wants good grades in all subjects so they will not fail. The item "I start my papers and projects as soon as they are assigned, and I enjoy homework and activities because they help me improve my skills in every subject." scored the lowest in the table with a weighted mean of 2.74, indicating that the person initiates their papers and projects promptly upon assignment and finds enjoyment in homework and activities, seeing them as opportunities to enhance skills across various subjects.

Table 3. Descriptive statistics of the academic performance of Grade 12 ABM students

Academic Performance	Mean	Descriptive Equivalent
I made myself ready in all my subjects.	3.04	Agree
Pay attention and listen during every discussion.	3.16	Agree
I want to get good grades in every subject.	3.62	Strongly Agree
I actively participate in every discussion.	2.97	Agree
I start papers and projects as soon as they are assigned.	2.74	Agree
I enjoy homework and activities because they help me improve my skills in every subject.	2.74	Agree
I exert more effort when I do assignments.	2.99	Agree
Solving problems is a valuable hobby for me.	2.82	Agree
Overall Mean	3.01	Agree

The academic performance variable was found to be agreeable by the respondents, as indicated by the overall mean of 3.01 in the table shown above. Mappadang et al. (2022) assert that a student's academic achievement is essential since it reflects their attitudes, knowledge, and skills during college. Their academic performance primarily determines students' success in their future careers. How well a society uses its educational system to meet the requirements of each individual and accomplish its objectives is reflected in how well its academic performance is developing (Abdi & Zandipayam, 2019).

3.4 Relationship Between Variables

Table 4. Analysis for the relationship between sex and academic performance

Source of Relationship	Degree of Freedom	Computed r	Critical r value	Decision	Interpretation
Sex	71	0.284	0.232	Reject	Significant
Leadership Traits					

Table 4 presents a significant relationship between sex and respondents' leadership traits. To get the degree of freedom, a total sample size of 73 respondents was deducted for each of the two variables, academic performance and leadership traits, which come up with 71 degrees of freedom. The choice of H₀ with @0.05 alpha failed to accept the null hypothesis since the calculated r value of 0.284 is greater than the tabulated r value of 0.232. As a result, a decision will be made that there is a significant relationship between sex and respondents' leadership traits. McKee et al. (2018) state that the personality qualities and gender of the leader significantly influence self-other agreement in leadership judgments. Businesses with more gender-diverse top management teams are believed to perform somewhat better since male and female leaders have fundamentally different traits and styles (Wille et al., 2018).

Table 5. Analysis for the relationship between leadership traits and academic performance

Source of Relationship	Degree of Freedom	Computed r	Critical r value	Decision	Interpretation
Leadership Traits	71	0.554	0.232	Reject	Significant
Academic Performance					

Table 5 presents a significant relationship between leadership traits and academic performance. To get the degree of freedom, a total sample size of 73 respondents was deducted for each of the two variables, academic performance and leadership traits, which come up with 71 degrees of freedom. The choice of H₀ with @0.05 alpha failed to accept the null hypothesis since the calculated r value of 0.554 is greater than the tabulated r value of 0.232. As a result, a decision will be made that there is a significant relationship between leadership traits and academic performance.

A leader may improve academic achievement over the short and long terms, assert Deng et al. (2020). According to the study, taking on a leadership role enhances student independence in learning while reducing study time, and boosting academic achievement. People's leadership styles have been shown to affect how well they perform in both professional and academic contexts (Chan, 2023). Additionally, similar results were found in the study by Priyadarshini et al. (2019), which led the authors to suggest that higher education institutions assist students in building leadership abilities. The study demonstrated that student leadership influenced their academic performance.

4.0 Conclusion

The study's findings enable the following conclusions to be reached: (1) Mabolo National High School students studying Accountancy, Business, and Management agree on most of the leadership traits listed above. (2) With a weighted mean of 3.40, "social skills" is the item that respondents agree on the most. (3) In contrast, people management and conflict resolution have the lowest weighted mean of 2.63 and 2.64, respectively, making them the two least effective leadership traits. The respondents found these two to be pleasant only because they gave the sense that managing relationships between team members was optional. After all, some respondents still need to mature in character fully. With this mindset, people prefer to handle things independently rather than manage others. Furthermore, (4) most leadership traits are agreed with, which suggests that Mabolo National High School students studying Accountancy, Business, and Management are qualified for leadership positions.

The study's findings revealed a connection between sex and leadership traits, and leadership and academic performance. It also showed a statistical relationship between students' leadership traits and their academic performance. This study opens the way for future research on bridging the knowledge gap between school and work and assisting students in acquiring leadership skills. The study was designed to add to an existing database of information identifying the leadership traits of students and comparing them to their academic performance in the Accountancy, Business, and Management strands. The purpose of the study was to repeat the findings by comparing students' leadership traits to their sex and academic performance since it has been demonstrated that there is a relationship between leadership styles and how well they perform in both professional and academic contexts (Chan, 2023). The study's findings indicate a connection between leadership traits and academic performance, sex, and Leadership traits of students in the Accountancy, Business, and Management strands. Furthermore, according to this survey, most students possess social skills as their primary leadership characteristic. However, the results showed that people management received the lowest rating, suggesting that developing social skills alone is insufficient for effective people management.

Based on the study's findings, the researchers applaud the following actions to help improve students' academic performance and leadership traits:

- a) The administration of Mabolo National High School ought to permit students to participate in group activities conducted at other schools to help them develop the leadership and communication skills necessary to be successful leaders.
- b) This department should incorporate leadership development initiatives into the Accountancy, Business, and Management curriculum. Create courses that address various leadership topics, such as team management, strategic thinking, communication skills, and decision-making. Provide realistic tasks and role-plays for participants with first-hand experience in leadership scenarios.
- c) Teachers should give ABM students group tasks and team-based projects. Place students in various teams so they may practice leadership, cooperation, and teamwork. Give students the chance to switch around the leadership responsibilities on the teams so they may hone and improve their leadership skills.
- d) Students should look for leadership opportunities. Try to look for initiatives or leadership responsibilities that will allow you to test your leadership abilities. This can include becoming a member of student organizations, offering to lead groups of people, or volunteering for leadership roles. Students must learn and grow constantly. Maintain an open mind and a curious nature. Participate in leadership development programs, get input from others, and keep learning and developing your leadership-related knowledge and abilities.
- e) Future researchers who are interested in the study may accomplish this. This will be a big proposal to enhance the current study and assist future researchers in reaching more reliable conclusions if more accountancy, business, and management students are investigated. Furthermore, the researchers recommended that future researchers recreate the study and use mixed-methods research, reaching out to various groups of respondents such as students studying the General Academic Strand (GAS), STEM (science, technology, engineering, and mathematics), HUMSS (humanities and social sciences), TVL (technical vocational livelihood), and even college students.

6.0 Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

Marzarette T. Repuela: Contributed to the conception and design of the study and drafted the initial sections of the manuscript, including the introduction and literature review.

Christine Mae De Los Santos: Served a key role in data collection and statistical analysis and assisted in writing the methodology and results sections and in revising the manuscript.

Anika Faye A. Viking: Examined the research instruments, ensured their validity and reliability, and helped write the methodology section.

Dr. Mark Anthony N. Polinar: Contributed overall guidance and oversight throughout the research process, assisted with data interpretation, and led the final writing and revision stages of the manuscript.

7.0 Funding

This work received no specific grant from any funding agency.

8.0 Conflict of Interests

All authors declare that they have no conflicts of interest.

9.0 Acknowledgment

The researchers would like to express their deepest gratitude to Mabolo National High School for allowing them to conduct the study and to Dr. Mark Anthony N. Polinar, who guided them throughout the process from conceptualization to publication. Furthermore, the researchers are grateful to their families and friends for their unending support and understanding.

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