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Supporting Facets of Teamwork and Leadership Skills of Business Students

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ABSTRACT

Today's students are tomorrow's team members and leaders in successful organizations. In the changing environment, the human character is developing and adapting to the new paradigms. Thus, teachers' role is fundamental in developing the character strengths of students ready for the 21st-century demands.

This study investigates how curiosity, creativity, authenticity, perseverance, perspective, capacity for love, social intelligence, self-regulation, gratitude, courage, equity, enthusiasm, and open-mindedness predict students' leadership and teamwork capabilities. The research instrument was defined using an existing open-science inventory from the International Personality Item Pool (IPIP), the Revised Values in Action Character Strength Scales (IPIP-VIA-R). The survey was disseminated among the students of the Faculty of Business, and the respondents completed the questionnaire online. The sample included 355 full-time bachelor's and master's students. While leadership and teamwork are closely linked, they exhibit distinct patterns of influence when considering the variables under study. Creativity, courage, curiosity, creativity, open-mindedness, self-regulation, and social intelligence are more strongly correlated with leadership than teamwork, which is primarily underlined by authenticity, capacity for love, equity, enthusiasm, and gratitude. The findings indicate several significant correlations among analyzed personality traits and some gender differences in preferences of character strengths. Therefore, fostering a holistic educational environment and nurturing students' character strengths require more attention from responsible parties to fulfill the labor market needs of successful leaders and great team members.

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Introduction

In an era of rapid technological advancement and evolving workplace dynamics, the development of leadership and teamwork skills among university students has become increasingly crucial. While much attention has been given to acquiring technical skills, this study posits that character strengths are equally vital in shaping students' future success. By examining the interplay between specific personality traits and students' capacities for leadership and teamwork, this research aims to provide valuable insights into the factors that influence student success in both academic and professional environments. Consequently, it contributes to a more holistic understanding of student development and preparation for the future. The 21st century demands a new set of skills and attributes, making the role of educators paramount in shaping students' character to meet these evolving requirements.

Character strengths have been a subject of interest in positive psychology for their potential to enhance personal and professional outcomes. According to Peterson and Seligman (2004), character strengths are the foundation upon which a fulfilling life can be built, and they play a significant role in the workplace.

This study starts with a comprehensive literature review analyzing existing research on leadership and teamwork abilities, focusing on character strengths and their relevance in educational and organizational contexts. Follows an outline of the research methodology, detailing the quantitative approach using an online questionnaire based on the Revised Values in Action Character Strength Scales (IPIP-VIA-R). The results and their discussions are detailed using descriptive and inferential statistics, exploring the relationships between various character strengths and leadership/teamwork capabilities. The conclusions summarize the study's contributions and limitations and finally discuss implications for developing students' character strengths to meet the demands of the modern workplace.

While the development of leadership and teamwork skills is crucial, it is important to recognize the diverse contexts and individual differences that influence these skills. Educational institutions play a pivotal role in shaping these skills, but they must also consider their students' unique needs and characteristics. Educators can better prepare students to become effective leaders and team members by fostering an inclusive and supportive environment.

Literature Review

Given the constantly changing environment, society, economy, and technology, leadership is one of the big challenges at the project, organization, networks, and society levels (Argelich, 2017). Leadership is the ability to organize the collective success of a group and foster good working relationships among members. "Nurturing character strengths offers a more sustainable, self-reinforcing process for twenty-first-century leader development" (Advani & Mergenthaler, 2024, p. 1). Character strengths were mainly seen as personal attributes, but these are the human characteristics significant over time and across cultures, reflecting the compulsory competencies of a leader and a good team member (Advani & Mergenthaler, 2024).

Character strengths, perceived as positive, with integrity-valued personality traits, are more flexible and particularly important in challenging situations, such as living in unequal contexts or under adverse conditions (Casali et al., 2024). Collective leadership is a process that involves

collaboration and mutual benefit, allowing all members of an organization to contribute towards common goals. This approach emphasizes the importance of involving all staff in forming an organizational culture that supports teamwork and leadership development (Raharjo et al., 2024). The most important qualities of a student leader, classified by students in their own words, are honesty, confidence, respect for others, problem-solving, maintaining discipline, being a good speaker, courage, intelligence, hard work, and wise (Shah & Pathak, 2015).

Leadership is essential for inspiring confidence and building trust among team members, which is vital for achieving organizational objectives. Effective leaders employ participative leadership styles, valuing each team member's contribution and fostering a collaborative environment (Ceil, 2016). Leaders are influencing employees' behavior in organizations. Their effectiveness is linked to their behaviors and significantly impacts their performance (Ardabili, 2021; Leon, 2017). *Teamwork* complements leadership by ensuring that all members work cohesively towards common goals. The synergy between leadership and teamwork is a key determinant of organizational success (Narmadha & Vinayagam, 2024). Teamwork encompasses the collaborative efforts of individuals working towards shared objectives. In an increasingly interconnected society, the ability to work effectively in teams has become crucial for students. Collaborative activities allow them to both share their expertise and learn from their peers' perspectives. This dual process of contribution and acquisition equips students with essential skills for academic success and prepares them for the collaborative nature of contemporary professional environments (Lee & Koh, 2023; Zábó et al., 2023). *Perspective* involves understanding diverse viewpoints, which is crucial for leaders to manage team dynamics and foster innovation, while for students, this is knowledge progress (Ardabili, 2021; Rezaei & Mousanezhad Jeddi, 2018). Leaders encouraging various perspectives can enhance team creativity and problem-solving capabilities (Royston & Reiter-Palmon, 2022). *Creativity* drives economic advancement and is a fundamental pillar of education. It is instrumental in fostering innovation within organizations, as innovation becomes increasingly central to success, and human intellect emerges as the most valuable asset in driving performance (Butoi, 2014). *Curiosity* makes individuals seek new knowledge and solutions, raising a culture of continuous learning and improvement within the organization (Ma & Wei, 2023; Raine & Pandya, 2019; Royston & Reiter-Palmon, 2022). *Social intelligence*, including social perceptiveness and behavioral flexibility, is vital to navigating complex social interactions and tailoring responses to every challenge (Bluemke et al., 2021). Therefore, *Perseverance* is what makes individuals persist in the face of challenges to achieve long-term goals and overcome obstacles (Gaspar et al., 2024). In every organization, leaders are expected to demonstrate practical wisdom as this perception influences employees' attitudes, subjective norms, and perceived behaviors (Ma et al., 2022). Moreover, risks and hard decisions must sometimes be taken to reach significant advancements and innovations. Thus, to do this *Courage* is required (Leon, 2017). Risks should be calculated, which requires considering new ideas and approaches. Therefore, *Open-mindedness* enhances decision-making and fosters a culture of inclusivity, which is the capacity to be receptive to ideas that challenge one's prior beliefs (Tse & Mitchell, 2010). Furthermore, expressing *Gratitude* in the workplace can improve morale and strengthen relationships among team members, contributing to a positive organizational

culture. More than that, *Integrity* involves adhering to ethical standards and authenticity, which builds trust and credibility among team members and stakeholders, while *Equity* ensures fair treatment and opportunities for all members, promoting diversity and inclusion within the organization (Mercader et al., 2021), where empathy and compassion, which are essential for building strong interpersonal relationships and a supportive work environment, are an expression of *Capacity for Love*. Everyday activities are better realized when team members bring to work energy and passion, which can inspire and motivate others because they spread *Enthusiasm* (Gaspar et al., 2024). Since emotions and behaviors have to be managed, this is crucial for maintaining professionalism and achieving personal and organizational goals; *Self-regulation* has to be involved (Peixoto & Muniz, 2022).

Students' personal growth initiative is essential to their achievements. Studies argue that interventions stimulating development in areas of one's strengths have a more efficient effect than deficiency interventions. Thus, the psychological capital of education is enhanced by students tomorrow's team members (Advani & Mergenthaler, 2024; Meyers et al., 2015). This research examines a set of personality traits, investigating the extent to which character strengths predict students' capacities for leadership and teamwork. Additionally, it explores the interrelationships among these traits. The study aims to uncover how specific personal qualities are intercorrelated. Discussions present the implications of the findings for developing students' character strengths to meet the demands of the 21st-century labor market.

Method

The research is based on quantitative data collected through an online questionnaire. The instrument was developed and made accessible online in both Romanian and English to facilitate participation from international students. The survey sample comprised undergraduate and postgraduate students enrolled in the faculty.

The questionnaire included demographic variables and 15 personality strength variables: Leadership, Teamwork, Perspective, Curiosity, Social Intelligence, Perseverance, Creativity, Courage, Open-mindedness, Gratitude, Integrity, Capacity for Love, Equity, Enthusiasm, and Self-regulation. These character strength variables were defined in the Revised Values in Action Character Strength Scales (IPIP-VIA-R) (Bluemke et al., 2021). Each variable consisted of 4 items and was measured using a 5-point Likert scale. Data analysis was operated using the Statistical Package for the Social Sciences (SPSS) version 29 for Windows.

For the 2023-2024 academic year, 1671 enrolled students at the Faculty of Business at Babes-Bolyai University represented the study population. To guarantee sample representativeness, the calculated required sample size was 313 participants, undertaking a 5% margin of error and a 95% confidence level. The study ultimately engaged 355 students, exceeding the minimum threshold for statistical representativeness. This consistency in sample representation underscores the reliability of the research outcomes.

Results and Discussions

Demographic variables provide significant insights into the characteristics of the studied population in terms of nationality, gender, age, year of study, and employment status. The majority of respondents (326 or about 92%) are Romanian, with a small percentage (29 or about 8%) from other nationalities. Gender distribution shows a predominance of female

students (214) over male students (138), with only three preferring not to disclose their gender. This aligns with findings that female students often exhibit males. For 2022, Eurostat declares gender disparities persist in academic field selection among young students, and the proportion of tertiary degree holders was higher among women than men. Females tend to gravitate towards social sciences, while males are more inclined to pursue technical disciplines (Eurostat, 2023). The sample is predominantly young, with 332 students (about 94%) aged 18-25, 18 students (about 5%) are in the 26-35 age range, only four students are 36-45 years old, and one student is in the 46-55 age bracket. Concerning study level, most students are in bachelor's programs: 170 (about 48%) are in their first year, 107 (about 30%) are in their second year, and 55 (about 15%) are in their third year. A smaller number are in master's programs, 10 in their first year and 13 in their second year. A significant portion (238 or about 67%) of students are unemployed, which may impact their academic engagement and financial stability. 37 students (about 10%) are full-time employees, 47 (about 13%) work part-time, 12 are employed on an hourly basis, and 21 (about 6%) are self-employed or freelancers (Table 1). This is consistent with studies indicating that employment status can influence students' academic performance and personal goals (Negru, 2009).

Table 1

Demographic Variables

Variable	Items	Frequency
Nationality	Romanian	326
	Others	29
Gender	Masculine	138
	Feminine	214
	Prefer not to say	3
Age	18-25 years	332
	26-35 years	18
	36-45 years	4
	46-55 years	1
Studying year	Bachelor's First year	170
	Bachelor's Second year	107
	Bachelor's Third year	55
	Master's first year	10
	Master's second year	13
Employment	I don't work	238
	I am a full-time employee	37
	I am a part-time employee	47
	I am employed on hourly pay	12
	I am self-employed (freelancer)	21

Table 2 presents the results of the descriptive statistics of the personality traits spotlighting the mean scores, standard deviations, and Cronbach's Alpha reliability coefficients. The 5-point Likert scale, a psychometric scale commonly used in questionnaires, was designed to assess students' attitudes by asking them to respond to a series of statements with a level of agreement or disagreement, with the higher numbers indicating stronger agreement or endorsement of a

particular characteristic (1 = Very Inaccurate, 2 = Moderately Inaccurate, 3 = Neither Accurate Nor Inaccurate, 4 = Moderately Accurate, 5 = Very Accurate).

With a mean of 3.61 and a standard deviation of .80, Leadership shows a moderate to high average endorsement among students. Teamwork scores higher in mean value at 3.79, with a lower standard deviation of .66, indicating a relatively strong and consistent agreement on teamwork-related items. Perspective is slightly higher than Teamwork, with a mean score of 3.83 and a standard deviation of .70. Curiosity is on par with Perspective in terms of a mean score (3.82) and has a slightly higher standard deviation (.73). With a mean of 3.79 and a standard deviation of .70, Social Intelligence is similarly rated to Teamwork and Perspective by students. Perseverance has one of the higher mean scores at 3.89 and a standard deviation of .82, showing a fair amount of variability in responses. Creativity has a mean score of 3.79 and a standard deviation of .76. Courage has a mean score of 3.5423 and a standard deviation of .74. Open-mindedness has a mean score of 3.77 and a standard deviation of .71. Gratitude stands out with almost the highest mean score of 4.0648 and a standard deviation of .71. Integrity has a mean score of 4.1817, the highest among all attributes, and a standard deviation of .69. Capacity for Love has a low mean score of 3.49 with a standard deviation of .77. Equity has a mean score of 3.76 and a standard deviation of .72. Enthusiasm has a mean score of 3.53 and a standard deviation of .78. Self-regulation has a mean score of 3.27, with a standard deviation of .65, scoring the lowest among the attributes (Table 2).

The Cronbach's Alpha values of measured variables are mainly above .4, suggesting an acceptable level of internal consistency within the items of each variable except for Self-regulation, indicating an issue with the internal consistency of the items measuring it. Perseverance has the highest Cronbach's Alpha value of .71 (Table 2). The Cronbach's Alpha results are very similar to the results of the variables source study (Bluemke et al., 2021, p. 65).

The analysis of the survey results reveals students' endorsements for specific personality traits, with Integrity and Gratitude, followed by Perseverance, receiving the highest mean scores, suggesting these are highly valued among the sample. However, the lower mean scores for Capacity for Love, Courage, and Enthusiasm indicate these are less strongly endorsed.

Table 2
Descriptive Statistics

Variables	M	SD	α	No. of Items
Leadership	3.61	.80	.63	4
Teamwork	3.79	.66	.50	4
Perspective	3.83	.70	.53	4
Curiosity	3.82	.73	.50	4
Social Intelligence	3.79	.70	.49	4
Perseverance	3.89	.82	.71	4
Creativity	3.79	.76	.62	4
Courage	3.54	.74	.52	4
Open-mindedness	3.77	.71	.51	4
Gratitude	4.06	.71	.55	4
Integrity	4.1817	.69	.62	4
Capacity for Love	3.4915	.77	.50	4
Equity	3.76	.72	.528	4
Enthusiasm	3.53	.78	.606	4
Self-regulation	3.27	.65	.22	4

The results of the bivariate correlations, Table 3, reveal significant relationships between psychological traits. These correlations provide insights into how these traits are interrelated, potentially impacting educational outcomes and personal development.

The correlation between Leadership (LEA) and Teamwork (TEA) is notably high at .56[**], indicating a strong relationship between these two variables. This suggests that students who exhibit leadership qualities are also likely to be effective team players. This aligns with findings that leadership practices are often associated with personality traits such as extraversion, which also influence teamwork abilities (Ahn & Brisson, 2016). Leadership also correlates strongly with Perspective (PER) at .54 and Curiosity (CUR) at .53 suggesting students' open-mindedness to different perspectives. This could imply that leadership development programs should also emphasize Open-mindedness, correlating at .39[**] with Leadership and 0.385[**] with Teamwork. Open-mindedness is a fundamental instrument of transformational leadership (Tse & Mitchell, 2010). It also moderates the relationship between professional salience and innovation in teamwork (Mitchell & Boyle, 2015).

Teamwork (TEA) is highly correlated with Gratitude (GRA) at .54 and Integrity/Authenticity (INT) at .54. Team players tend to appreciate the contributions of others and value integrity, which are essential components of effective collaboration. Additionally, the correlation between Teamwork and Leadership reinforces the idea that these two traits are mutually reinforcing. A study of lectures' work effectiveness indicates that transformational leadership, integrity, and teamwork directly and positively influence their work effectiveness, work that further affects the students' development (Safrul et al., 2019).

Perspective (PER) is strongly correlated with Open-mindedness/Judgment (JUD) at .57, indicating that individuals who can take on others' perspectives are also more likely to be open-minded and judicious. This relationship underscores the cognitive aspect of empathy and the importance of perspective-taking in critical thinking (Verducci, 2019). Perspective correlates significantly with Social Intelligence (SIQ) at .56[**]. This relationship highlights the importance of understanding and empathizing with others in developing a broader perspective, which is crucial for social interactions and academic success (Palomino Flores & Almenara, 2019).

Curiosity (CUR) and Creativity/Originality (ORI) are correlated at .48[**], which aligns with the notion that inquisitive individuals tend to be more creative. Curiosity drives the exploration of new ideas, a fundamental aspect of creative thinking. This is supported by research indicating that curiosity and creativity are linked to better learning strategies and academic performance (Ma & Wei, 2023). Creativity is one of the main characteristics of a future entrepreneur and leader. In the modern business environment, collective creativity is the ability to create innovations in systems. Therefore, the need for collective creativity development models arises in the education system (Černevičiūtė et al., 2014).

Perseverance/Wisdom (PEV) correlates with Integrity/Authenticity (INT) at .52[**], emphasizing the role of perseverance in maintaining authenticity and ethical behavior. This suggests that persistent and wise students tend to be honest and authentic because both traits require a degree of self-awareness and reflection. This relationship is crucial for long-term academic and personal success, as perseverance is a predictor of academic achievement (Boyatzis, 2007; Miyamoto et al., 2023).

Gratitude (GRA) and Enthusiasm/Zest (ZES) are correlated at .54**, indicating that students who express gratitude are likely to be more enthusiastic and engaged. This positive emotional state can enhance learning experiences and outcomes (Taveras-Pichardo, 2022). Gratitude shows a significant correlation with Equity (EQU) at .38, suggesting that grateful individuals may also be more sensitive to fairness and equality. This could be due to a heightened awareness of others' contributions and circumstances. In marketing, it is known how important customer gratitude and behavior are for the supplier (Saebnia et al., 2017). The weak association between Gratitude and Courage, with a correlation of just .18**, stands out as a noteworthy finding. This suggests that while gratitude is somewhat related to courage, they are largely independent traits.

Social Intelligence (SIQ) has a robust correlation with Perspective (PER) at .56** indicating that socially intelligent students are likely to be good at understanding different views. This is essential for effective communication and conflict resolution (Zhang et al., 2024). Social Intelligence has a significant correlation with Courage at .50, suggesting that socially intelligent individuals may be more inclined to act courageously due to their understanding of social dynamics and the implications of their actions (Mert et al., 2022).

Integrity/Authenticity (INT) is highly correlated with Equity at .55, one of the highest correlations in the dataset. This relationship underscores the ethical dimension of integrity, which includes treating others fairly and justly. When leaders trust their employees, it instills in those employees a sense of ongoing responsibility to reciprocate with positive behavior towards their leaders, which in turn influences ethical decision-making throughout the organization. A lack of trust between employees and leaders undermines relationships, breeds suspicion and deception, and compromises the ethical foundation of a leader's decision-making process. Trust, therefore, plays a crucial role in fostering ethical behavior and decision-making at all levels of an organization (Fragouli, 2019). Trust is built on perceptions of ability, benevolence, and integrity in networks (Svare et al., 2019). Thus, students' integrity and equity will be highly appreciated in any ethical organization.

Lastly, Self-regulation (REG) is more strongly correlated with Perseverance/Wisdom (PEV) at .37** than with other traits such as Leadership (LEA) at .22** or Teamwork (TEA) at .19**. Self-regulation improves student learning and better understanding, increasing knowledge, but it is also a mentor in teamwork (Lavric, 2024).

Summing up results, leadership and teamwork show different degrees of significant correlations with all the measured character strengths. Furthermore, the interesting relationships between the analyzed personality traits emphasize the importance of growing up good character people striving to become life-satisfied team members or leaders (Advani & Mergenthaler, 2024).

Additionally, the impact of external factors such as cyberbullying and social media interactions can also affect these correlations, as they influence students' mental health and social skills (Jiménez, 2019). Lately, growing attention is being focused on economic inequality as a structural environmental factor, primarily due to its significant implications for social justice and overall well-being. Economic inequality could affect personality traits as individuals in more economically disparate environments tend to view their surroundings as increasingly competitive and individualistic (Casali et al., 2024).

Table 3

Bivariate Correlations (Pearson Correlation)

Variables	LEA	TEA	PER	CUR	SIQ	PEV	ORI	VAL	JUD	GRA	INT	LOV	EQU	ZES
Leadership (LEA)	--													
Teamwork (TEA)	.56**	--												
Perspective (PER)	.54**	.42**	--											
Curiosity (CUR)	.53**	.54**	.45**	--										
Social Intelligence (SIQ)	.51**	.42**	.56**	.42**	--									
Perseverance/ Wisdom (PEV)	.48**	.48**	.52**	.38**	.45**	--								
Creativity/ Originality (ORI)	.45**	.34**	.52**	.48**	.48**	.43**	--							
Courage/ Valor (VAL)	.42**	.35**	.43**	.33**	.50**	.35**	.45**	--						
Open mindedness/ Judgment (JUD)	.39**	.38**	.57**	.44**	.36**	.42**	.42**	.33**	--					
Gratitude (GRA)	.37**	.54**	.46**	.48**	.40**	.44**	.32**	.18**	.38**	--				
Integrity/ Authenticity (INT)	.42**	.54**	.48**	.44**	.45**	.52**	.42**	.30**	.45**	.58**	--			
Capacity for Love (LOV)	.40**	.46**	.28**	.38**	.35**	.23**	.25**	.28**	.21**	.37**	.30**	--		
Equity (EQU)	.26**	.43**	.31**	.29**	.30**	.35**	.21**	.12*	.26**	.38**	.55**	.32**	--	
Enthusiasm/ Zest (ZES)	.42**	.42**	.36**	.48**	.45**	.36**	.37**	.33**	.21**	.33**	.26**	.32**	.26**	-
Self-regulation (REG)	.22**	.19**	.35**	.15**	.34**	.37**	.29**	.30**	.18**	.10	.31**	.03	.19**	.31**
N							355							

Note. *. Correlation is significant at the .05 level (2-tailed); **. Correlation is significant at the .01 level (2-tailed).

In the realm of educational psychology, understanding the differences in various traits such as leadership, teamwork, or creativity among students of different genders can provide valuable insights. The t-test results indicate differences in leadership, perspective, curiosity, social intelligence, perseverance, creativity, courage, open-mindedness, gratitude, integrity, capacity for love, and equity. These findings are supported by Levene's test for equality of variances, which suggests that the variances are equal for most variables, allowing for a valid interpretation of the t-test results. The significance of the differences was determined through one-sided and two-sided p-values (Table 4).

The t-test for Leadership shows a significant mean difference favoring females, with a p-value of .02, indicating that females scored higher on leadership traits. This aligns with findings that suggest females often excel in leadership roles due to their collaborative and empathetic nature (Cole, 1997; De Paola et al., 2022). However, Teamwork did not show a significant difference, suggesting that both genders perform similarly in team settings. Females scored significantly higher in Perspective ($p < .001$) and Curiosity ($p = .035 < .05$), indicating a greater tendency towards Open-mindedness, where they score higher and the difference is significant ($p = .007$), and a desire to explore new ideas, leading to Creativity where again the difference is significant ($p = .023$). This may reflect broader educational trends where females engage more in exploratory learning and creative tasks (Tong & Li, 2023). The results show significant differences in Social Intelligence ($p = .010$) and Perseverance ($p = .001$), with females again scoring higher. This suggests that females have better social skills, persistence, and resilience, which are crucial for personal and professional success. Significant gender differences were observed in Gratitude, Integrity, and Capacity for Love, with p-values of .001, .000, and .034, respectively. These results suggest that female students may exhibit higher levels of gratitude and integrity while the difference in the capacity for love was less pronounced. Equity displayed the most significant gender difference with a p-value of 0.000, indicating a higher score among female students. This significant difference in equity suggests that females may have a stronger belief in fairness and equal opportunities, which could influence their leadership styles and decision-making processes (Gray et al., 1994). Enthusiasm did not show a significant difference, with a p-value of 0.809, suggesting that this trait does not vary significantly between genders. Although not significant, the trend suggests males may have slightly higher Self-regulation, which could be linked to societal expectations for males to control emotions and behaviors. Conversely, Courage showed a significant difference favoring male students, with a p-value of .018 (Table 4). Interestingly, this score may be attributed to traditional gender roles that valorize risk-taking and bravery in males (Hübner et al., 2017).

One study identified differences in the way teachers assist female or male students, concluding with suggestions to reduce gender inequality in the educational system (Lafrance, 1991). A meta-analysis fails to demonstrate the substantial advantages of single-sex schooling over coeducational schooling. Based on these results, educational policymakers should not prioritize single-sex schooling under the premise that it significantly enhances student achievement and attitudes (Pahlke et al., 2014). Moreover, a study of 13,777 students supports the idea of including sex as a biological variable in research. The research indicates that gender differences exist but are not primarily attributable to variability. As such, variability should not be presumed to eclipse experimental effects. To gain a clearer understanding of how sex and gender influence experimental results, researchers should consistently incorporate these as biological variables in their studies (Smarr et al., 2021).

The analysis reveals that for the majority of the attributes studied, there are significant differences between male and female students. Female students appear to have higher scores in Perspective, Curiosity, Social Intelligence, Perseverance, Creativity, Open-mindedness, Gratitude, Integrity, and Equity. These findings imply that educational strategies could be tailored to leverage these strengths among female students. On the other hand, male students showed higher scores in Courage, which could indicate a different approach to risk-taking or

confidence. It is important to note that the lack of significant differences in Leadership, Teamwork, Enthusiasm, and Self-regulation suggests that these attributes are more uniformly distributed across genders and may not be as influenced by gender as other traits.

Table 4
Independent Samples Test

[Male: 138] [Female: 214] Variables	Levene's Test for Equality of Variances		t-test for Equality of Means				
				Significance		Mean Difference	Std. Error Difference
	F	p	t	One-Sided p	Two-Sided p		
Leadership	0.00	.984	-1.99	.023	.047	-.17	.08
Teamwork	0.08	.769	-.80	.210	.420	-.05	.07
Perspective	0.05	.817	-3.62	.000	.000	-.27	.07
Curiosity	0.10	.749	-1.82	.035	.070	-.14	.07
Social Intelligence	0.05	.813	-2.34	.010	.019	-.17	.07
Perseverance	2.41	.121	-3.09	.001	.002	-.27	.08
Creativity	0.35	.554	-2.00	.023	.045	-.16	.08
Courage	0.79	.373	2.37	.009	.018	.19	.08
Open-mindedness	1.30	.254	-2.45	.007	.015	-.18	.07
Gratitude	1.49	.222	-3.35	.000	.001	-.25	.07
Integrity	11.69	.001	-4.35	.000	.000	-.32	.07
Capacity for Love	2.85	.092	-2.13	.017	.034	-.17	.08
Equity	1.37	.241	-5.31	.000	.000	-.40	.07
Enthusiasm	0.88	.346	-.24	.404	.809	-.02	.08
Self-regulation	0.63	.428	1.06	.145	.289	.07	.07

While these results highlight significant gender differences in various traits, it is essential to consider the broader context of these findings. Gender differences in psychological traits can be influenced by a variety of factors, including cultural norms, educational practices, and socialization processes. Moreover, the variability within each gender group can be substantial, suggesting that individual differences often outweigh gender-based differences (Smarr et al., 2021). Understanding these nuances is crucial for developing educational and social interventions that promote equality and capitalize on the strengths of both genders.

Conclusion
Cultural, environmental, and social aspects matter in shaping character strengths and behaviors (Casali et al., 2024). In this context, the role of educators becomes pivotal in nurturing the character strengths that are essential for organizational success. Human resources practitioners of the 21st century should focus on developing character strengths rather than concentrating on the performance gap (Advani & Mergenthaler, 2024).

Leadership and Teamwork are strongly correlated and are differently influenced by the analyzed supporting facets. The characteristics of Curiosity, Gratitude, Authenticity, Capacity for Love, Equity, and Enthusiasm align more closely with Teamwork than with Leadership.

Meanwhile, the core components of Leadership capability appear to be Perspective, Social Intelligence, Creativity, Courage, Open-mindedness, and Self-control. Perseverance correlates equally with Leadership and Teamwork capabilities. Among the character traits examined, Self-control demonstrated the weakest connection to students' Leadership and Teamwork abilities. In all organizations, the ability to self-regulate is essential for leaders and team members in managing their conduct.

The analysis of bivariate correlations among student traits reveals significant interrelationships that can inform educational strategies. The strong correlations between Leadership and Teamwork, Social Intelligence and Perspective, as well as Perseverance/Wisdom and Integrity/Authenticity, highlight the interconnectedness of these traits in the context of student behavior and development. The analysis of these correlations can help in understanding the multidimensional nature of student success and the interplay between personality traits, emotional intelligence, and academic skills. These findings have implications for educational strategies and personal development programs. They suggest that fostering one trait could simultaneously enhance others and that a holistic approach to student development could be more effective than targeting traits in isolation.

Educators and psychologists may use these findings to tailor their attempts to student development, focusing on nurturing interconnected traits to foster well-rounded individuals. For instance, leadership programs might incorporate teamwork exercises, while programs aimed at boosting social intelligence could emphasize perspective-taking activities. Today's learners are not just students but future professionals who will be required to demonstrate leadership and/or teamwork in their respective fields.

The study reveals gender differences in the expression of these character strengths, suggesting that enhancement programs should be tailored to address these variations. This analysis demonstrated noteworthy differences in certain attributes between male and female students. Educational institutions and policymakers should consider these differences when developing curricula and support systems to foster an inclusive and supportive learning environment. It is essential to recognize and value the diversity of attributes across genders and to ensure that educational practices do not inadvertently favor one gender over the other.

The study acknowledges limitations related to differences in gender representation and the business field of study of respondents, which is strongly connected to developing leadership and teamwork skills, among others. Therefore, extending the research into other study programs would highlight important results.

In conclusion, teachers and psychologists can leverage these insights to tailor their strategies, promoting a more inclusive and supportive learning environment for all students. By nurturing diverse character strengths, educational institutions can equip learners with the essential skills to thrive in the 21st-century workplace and contribute meaningfully to society.

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Declaration of Conflict
The authors declare no conflict of interest.