

The Role of Teamwork in Developing Leadership Qualities among University Students

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Abstract

This study aimed to know the role of teamwork in developing leadership qualities among university students from the point of view of male and female students and to explore the effective leadership qualities of a team leader in managing teamwork. In addition, university students face leadership difficulties when working in a team. The study also discovers the statistically significant differences between the responses of the study individuals towards its axes according to the gender variable. The study applied the descriptive survey approach, using a questionnaire with 21 statements distributed over three principal axes. The sample included (394) male and female students in three public universities in Riyadh region, Saudi Arabia. The study was applied in the second semester of 1445 AH. 2024. A key factor that students and suggestions for improvements showed high agreement was the interaction between students as a team for enhancing leadership skills among the university students. Attributes developed through teamwork are planning, communication and information sharing, and flexibility, with agreement of 85%, 88%, and 83%, respectively. However, the study found some difficulties faced in team activities, including team member laxity (observed by 65% of the participants), poor task alignment (observed by 58%), and random team member selection (observed by 61%). Also, the study established that there was a difference in gender since 70% of male students considered the aspect of teamwork in leadership development as important as 55% of female students. This research also demonstrates the opportunities and risks implicated in teamwork approaches in developing leadership competencies.

Keywords: Teamwork - Leadership - Students - University- Qualities

Introduction

Higher education institutions show a clear interest in student activities that they provide for students to learn and practice multiple skills outside the official curriculum (Al-Ahmari, 2020). Leadership skills are important in shaping the student's personality to be an active part of society. The university can play a pivotal role in forming and developing these skills among students (Al-Balady, 2020). Leadership development programs for university students can include reading, discussion, group projects, working with supervisors, self-assessment of leadership skills and values, and real-world experiences. Real-life experiences of leadership behavior for activity students provide opportunities to experiment with leadership behaviors and help them develop a set of leadership skills presented to them (Al-Mutairi, 2021). In a previous study, the role of student activities in Saudi universities in developing leadership skills in light of Vision 2030 was obtained at 82%, with a high arithmetic average (Al-Ahmari, 2020). Student clubs are among the means and platforms that allow students the freedom to participate in various university activities, whether cultural, intellectual, social, or artistic, and to practice all their volunteer work and develop their talents and hobbies of various types in light of the goals for which student clubs were established, and to develop students' personalities from all aspects in a manner that is consistent with and achieves the goals of society (Al-Arifi & Al-Khulawi, 2024). Interest and conviction in the role played by clubs in partnership with academic units at the university is increasing in light of learning the skills of the learner in the twenty-first century, which is represented in acquiring the skills of communication, dialogue, discussion, problem-solving, and critical thinking, developing leadership, independence and other skills required to prepare future leaders; leadership skills have become essential in our current era (Al-Arifi & Al-Khulawi, 2024). Leadership is one of the important life skills for university students because it develops students' ability to influence others, by taking advantage of all available material and human capabilities to reach the desired goal with the least speed, time and effort (Al-Faraidi, 2020). Leadership skills are among the skills that must be acquired in military colleges, as these skills indicate that the student has the ability to influence others by enjoying self-efficiency, flexibility, the ability to be creative, active, persevering, facing problems, making appropriate decisions, constructive planning, patience, having good morals,

honesty, managing meetings, dialogue skills and working in a team spirit (Al-Balawi, 2023). The indicators of teamwork management that express the leader's ability to manage are represented in several matters such as clarity of purpose for all members of the group, the trust that the leader supports in the members of the group, complete discipline for all members of the group, and cooperation between members of the group to achieve the common goal among them and justice in distributing roles, tasks and collective responsibilities and successful organization and coordination by the leader of the tasks of the group members as well as strengthening the spirit of competition among the members to achieve the common goal of the group. In addition to these matters, important points also include time management while efficiently implementing the required task and good behavior in emergencies (Shaaban, 2021).

Leadership among students can be defined as the growth of the student's ability to influence others, and evidence of this ability appears through forming successful relationships with members, managing teamwork, negotiating in different situations, and making the right decisions (Shaaban, 2021). The phenomenon of leadership is one of the most important phenomena in the field of human relations. The need for leadership appears in taking the reins of affairs, organizing the work of individuals, and coordinating the conflicting opinions and proposals presented by the group members to which he belongs. The importance of the leader also increases when factors affect the stability of the group's work and the form of the relationship that connects individuals. The leader works to find appropriate solutions and quickly makes the appropriate decision at the appropriate time (Bader, 2022).

As for teamwork, some scholars define it as a method or several methods, drawn up to help the teamwork in a way that enables them to achieve goals that are in the interest of the individual and the team and contribute to the personal social growth of individuals (Al-Qadri, (1968). Taleb stated that teamwork is a way to organize and accomplish tasks, in which the organization's members are organized into groups according to a program that agrees with the needs and capabilities of its members under the supervision of a leader. Members of these groups are usually linked by common interests that drive them to achieve the goals of this teamwork (Talib, 2022). The idea of working as a team is summarized as a group of individuals gathered, directed by a general goal that they struggle to achieve. The importance of teamwork lies in its ability to achieve its goals, and these goals direct the team's activities and represent the basis by which the success or failure of the team is measured (Al-Sayed, 2017). Teamwork is based on the principle of participation in one work. The helpful group member is the one who, while participating in the group work, tries to influence the course of the meeting in a way that makes reaching decisions through sharing opinions, experiences, and information, not through controlling members of society (Al-Qadri, 1968). Work teams are the most important pillars of the success and progress of organizations in light of the intense competition to achieve a higher level of quality. Achieving goals now requires cooperation and integration between workers with multiple professional specializations and their ability to work together. They are considered practical tools for accomplishing everyday tasks. Work experiences have proven that any group can become a force that shares goals and tasks. Moreover, they cooperate to achieve the required success efficiently and effectively (Al-Tahami, 2010). Teamwork depends on the combination, integration, and interaction of talents, abilities, and skills to achieve goals that seem difficult to achieve through the individual efforts of individuals (Shukri, 1998). Team building goals include building a spirit of trust and cooperation among individuals, developing their skills, increasing their awareness, and resolving conflicts and disputes between individuals and groups (Ahmed, 2011). Determining the goals of work teams contributes to organizing priorities and managing time effectively (Al-Sayed, 2017).

A person leads the group with clear experiences and basic knowledge and is aware of the nature of the environment and the factors affecting it. He follows the democratic approach and provides the opportunity to express feelings and needs. He is keen to achieve highly effective communication (Al-Sayed, 2017). Many successful leaders have moved to change their work methods, committed to communicating with employees, moved from the group centers to the periphery, and worked as team members more than leaders or managers. The challenges and developments that the business environment is experiencing require leaders to understand the human behavior of individuals to direct this behavior to achieve the organization's goals (Muwaffaq, 2016). To face the challenges of work teams, any team leader must be self-confident and able to see the big picture, take the initiative explicitly, and persuade or influence others. He can also communicate clearly and effectively, be trustworthy, respect commitments, and care about helping others. He must be organized, a good listener, and an optimist. (Al-Sayed, 2017). Among the characteristics of a successful team leader is that he tries to acquire and practice leadership qualities and skills such as democratic leadership and applying the concept of Shura in addition to culture and awareness of the goals that are hoped to be achieved. Also, trust in team members, listen well to them, can persuade, and understand body language. He must also have a high level of administrative skills, have a positive attitude toward team

members, possess the art of conflict management, encourage creative thinking, and avoid discrimination or differentiation between team members. He could bear responsibility clearly and is characterized by fairness in distributing work among team members (Al-Tahami, 2010). Al-Sayed states that the basic skills of a team leader or coordinator, in light of different personalities, are encouragement, settling disputes, reconciliation, opening communication channels, learning about setting standards, monitoring, commenting, and being a role model. Developing skills, setting goals, and following up (Al-Sayed, 2017). Some studies have confirmed that successful work teams with outstanding performance are characterized by many characteristics, including clear goals, the suitability of the team's composition to the goals to be achieved, and effective work team leadership. Among the mistakes of the work team are the lack of clarity of the goals for which the work team was formed, the speed in forming the work team, the poor selection of the team leader, and the poor selection of some team members. Also, the work team is not given sufficient power, and the team leader is practicing an undemocratic style of authority and interrupting conversations instead of listening (Al-Tahami, 2010). Team members must be carefully selected so that the group is balanced in individuals, and they will be given a goal that is neither too easy nor impossible to achieve. Before the team settles on a goal, it must review the team's capabilities and the leader's capabilities. It is necessary to commit and not abandon the responsibilities and duties determined by the roles of institutions or individuals (Al-Sayed, 2017). During developments, the standard for judging the efficiency and success of leadership has become its ability to spread the spirit of cooperation and teamwork among employees, raise their morale, get to know their personalities and desires, and the ability to accomplish work through these individuals to achieve the ultimate goals of the team (Mowaffaq, 2016). Shaker mentioned that teamwork is a good way to correct individual behavior, as we do not see our mistakes or any deviation in our behavior unless we see this behavior from another person as if it were a mirror that wakes us up and reflects what we were doing, so we know how serious it is and try to correct it (Shaker, 2011). One of the most prominent successful tools for leading work teams is trust, as the distinguished leader instills in the team feelings of confidence in themselves and the entity. As an effective leader, giving everyone his due attention and appreciation helps them understand who they belong to and thus helps them achieve goals. Human nature always looks for someone who cares for and appreciates it, so he never neglects to appreciate and care for all members of his team without exception; not only that, but he must also urge his team members to care for each other. Complete discipline, as the work team, will not succeed unless it has a real and serious desire to participate in the work that needs to be accomplished and clarifies the team's mission to the members with an explanation of the reasons for choosing each member and being frank in expressing feelings regarding their participation in the task. The team must believe that the team's interest is greater than the individual's interest and that collective success is the goal and objective (Al-Sayed, 2017).

Significance of the study

The study sheds light on the role of teamwork in developing leadership qualities among university students from their point of view—the most important leadership qualities in teamwork and the difficulties they face. Because the sample includes male and female university students, it provides information about their impression of teamwork, not their impression of them. When we hear from them about them, we get a close picture different from what others may have taken about them. In addition, the results of this study may contribute to exploring students' leadership qualities and working on developing them. The practical importance of the study lies in providing recommendations based on the study's results aimed at developing mechanisms and strategies for applying teamwork, cooperation, and participatory work in a way that contributes to developing positive leadership qualities for male and female students.

Study problem: University students are the leaders of the future, and leading teamwork is one of the most important roles that prepares a leader to be a successful leader who leads a group, influences team members, and leads them to achieve the group's goal. The study will help understand the role of teamwork among university students in developing their leadership qualities, identifying the practical leadership qualities required in teamwork, and the difficulties facing leaders.

Study objectives

1 -Knowing the role of teamwork in developing leadership qualities among university students.

2 -Knowing the effective leadership qualities of a team leader in managing teamwork from the point of view of university students.

3 -Exploring the leadership difficulties facing university students in teamwork from the point of view of university students.

Limits of the study: The study was conducted at three Saudi universities in the Riyadh region in the second semester of 1445 AH. The sample was limited to male and female students at these universities.

Research questions

Q1: What is the role of teamwork in developing leadership qualities among university students?

Q2: What are the effective leadership qualities of a team leader in managing teamwork?

Q3: What are the leadership difficulties university students face in teamwork?

Q4: Are there statistically significant differences between the responses of the study individuals towards its axes according to the gender variable?

Literature Review

The purpose of Sarong's (2024) research is to determine the effects of transformational leadership on staff development and institutional effectiveness in Philippine educational contexts. The study, which used a descriptive correlational approach and included a wide range of stakeholders, found that, in contrast to conventional management, transformational leadership places a premium on creativity, compassion, and flexibility. It promotes an environment where employees feel empowered to make decisions that impact their work and the students they teach. According to the results, educational institutions must have such leadership to deal with the challenges of contemporary education, which include technical developments and social changes. In order to monitor and improve student progress while dealing with resistance to change, transformative leaders must employ systematic evaluation and effective communication. According to the research, educational institutions will move towards a more progressive and inclusive culture under the guidance of transformational leaders. If Philippine schools are serious about closing achievement gaps, raising standards, and meeting future challenges, they should implement transformative leadership practices. With this method, public schools, universities, technical and vocational schools (TVETs), private schools, lawmakers, and community centers for learning may all work together to improve education in a constantly changing world.

Fababier & Apostol (2024) finding out how effective collaboration skills mediate the connection between school principals' transformative leadership and teachers' capacity for self-regulation was the driving force behind this research. A total of 256 elementary school teachers from Cateel 1 and 2 in the province of Davao Oriental participated in the study, and their responses were analyzed using a quantitative, non-experimental methodology based on the correlational technique. The researcher collected data through an online survey and used a stratified random sample technique. The researcher also used Medgraph, Pearson r , and the Sobel z -test as statistical tools. The study's findings determined a high degree of self-regulation, collaboration, and transformative leadership. Moreover, the results showed that self-regulation, teamwork abilities, and transformational leadership are all significantly correlated. Moreover, in public schools, the connection between school administrators' transformational leadership and teachers' self-regulation is partially mediated by cooperation skills.

The study conducted by Mynbayeva et al. (2024) delves into the leadership styles displayed by Kazakh university administrators and heads. Kazakhstan's unique academic management system is shaped by a blend of Western academic principles and practices brought to the country through internationalization and the Bologna process, as well as by long-standing traditions of leadership and management rooted in the country's culture and the Soviet era's educational system. The majority of university managers in Kazakhstan (79%) describe their leadership style as "democratic" or "collegial," according to the survey. Some intriguing differences were noted, such as the preference for a more autonomous leadership style among the men in the sample instead of women. According to correlation analysis, managers' leadership skills and management styles are positively correlated with their age at Kazakhstani universities. These findings confirm gender inequality in university administration in Kazakhstan and are in line with popular tendencies in evaluating management styles by gender. The results of this study can pave the way for future research into how university-level leadership development can improve academic climate, social capital, educational capital, and competitiveness in Kazakhstan.

Gagnon's (2024) research aimed to discover how ROTC cadets from Generation Z think about and make sense of their leadership training. Eight graduating ROTC cadets from their last year of Military Science Level IV had their experiences studied in depth using a qualitative interpretive phenomenological analysis approach that was based on a constructivist worldview and experiential learning theory. The results shed light on important ideas concerning shifting to a leadership frame of mind and developing long-lasting leadership qualities and skills, such as emotional intelligence, adaptability, resilience, and setting a good example. Furthermore, the study highlights how peer leadership greatly influences the leadership development of cadets. These findings shed light on

leadership development in the ROTC setting and have important consequences for improving leadership education programs.

Chughtai et al. (2024) study seeks to answer two questions: first, how learning organizations directly affect organizational innovations, and second, how change self-efficacy mediates the relationship between learning organizations and organizational innovations. Learning organizations, change self-efficacy, and organizational innovations are all interconnected, and this study suggests that adaptive leadership might mediate this relationship. Participation was entirely voluntary and comprised 373 permanent employees from the pharmaceutical sector. The temporal separation method, which involves a one-month delay between two temporal separations, was used to gather data using a simple random sampling strategy. The reliability, validity, descriptive statistics, and correlations were examined using SPSS v.25, AMOS v.22, and Smart-PLS. For the study direct, indirect, and interaction effects, PROCESS-macro v3.4 was employed. This study lends credence to the idea that there is a connection between learning organizations and new ideas within those organizations. Organizational innovations are mediated in part by changes in self-efficacy in learning organizations. Learning organizations, change self-efficacy, and organizational innovations are all influenced by adaptive leadership, which in turn moderates the associations between these variables. According to the results, adaptive leadership is crucial for improving people's confidence in their ability to make changes, and it also aids businesses in implementing new strategies by capitalizing on the learning organizations phenomena. The significance of changing self-efficacy, which is critical in learning organizations for organizational innovations, is also emphasized in this study.

In their study, Katz et al. (2024) look into how generative AI, particularly ChatGPT, might be used to analyze student comments in collaborative learning settings. Using a preexisting framework, this study tests ChatGPT's capacity to classify student remarks as positive or negative correctly. The results show that ChatGPT labels comments with more than 90% accuracy, suggesting it could be a useful tool for team projects to analyze and understand input quickly. In addition to adding to the growing amount of literature on AI in education, these results highlight the potential of ChatGPT to improve the analysis and use of student-generated feedback. This work sheds light on how to use AI tools to simplify teaching processes, which in turn helps teachers enhance team dynamics and student learning.

According to the research by Lipscombe et al. (2024), leaders in Australia pursuing a Master of Educational Leadership degree often reflect on their personal experiences when making leadership decisions. Experience, education, vicarious learning, and personal reflection are the four pillars upon which school leaders build their leadership philosophies and practices. As part of our discussion on educational leadership development, we will review how digital stories might help school leaders create their unique theory of education leadership (PELT).

This study by Maturan et al. (2024) looks into how happy St. Paul University of Surigao's ninth graders are with the work their student council has done. The study's overarching goal is to evaluate student leaders in four critical performance areas: leadership, approachability, communication, and participation in extracurricular activities. These factors are crucial in creating a positive learning environment. A researcher-made questionnaire was given to 134 students randomly to gather data using a quantitative descriptive approach. ($M=3.09$, $SD=0.61$) According to the results, Students are generally satisfied with their leaders. With a mean score of 3.20 ($SD=0.57$), the area of contributions made by student leaders was the most highly rated among the analyzed variables. The findings of this study emphasize the value of student councils as democratic organizations that increase campus participation and service to the local community. Current and future student leaders can benefit greatly from the research's findings on student views to enhance their effectiveness and better address the needs of their peers throughout the 2024-2025 academic year. To ensure that all students feel safe expressing their opinions and concerns, leaders can have frequent informal meetings or use suggestion boxes to solicit feedback from their peers actively. A more welcoming and rewarding learning environment for all children results from school leadership initiatives that support great leadership.

In his research, Omodan (2023) investigates the possibility of community practice to counteract the shadow side of university administration. Using conceptual analysis, the paper deduces information from argumentative and logical reasoning situated inside an interpretive worldview. It is a conceptual argument. The article contends that a combination of social connections, collective problem-solving, mutual involvement, and shared commonality might help alleviate the negative aspects of leadership. The paper draws the following conclusions and makes the following recommendation based on this argument: Leadership dispositions at universities should incorporate traits like shared commonality, collective problem-solving, mutual participation, and social interactions in order to ameliorate the negative aspects of leadership in university contexts.

In their article, Huang et al. (2022), , explore theoretical and practical ramifications while also attempting to offer fresh ideas to shed light on the leadership role's execution in an R&D setting and how to encourage team creativity and innovation methods. The survey used a single technique, making quantitative analysis more feasible than qualitative research. The questionnaire was picked after checking the principle component analysis (PCA) and confirmatory factor analysis (CFA). Final Product According to the results, leadership benefits from idea generation, boosting the company's growth and giving it a competitive edge. As leaders pay attention to the aspects that shape an individual's attitudes, behaviors, and relationships between groups, the PMEG framework will positively impact leadership—the subject under consideration. The article emphasizes the role of research and development (R&D) companies and groups in creating new and valuable products, services, technology, and procedures that benefit a team. For the first time, this research draws attention to how the PMEG framework relates to the elements that impact people's perspectives, actions, and relationships inside and across groups. The primary contribution of this study is to investigate the role of creativity as a moderator between leadership and organizational innovation.

Methodology

Research design and procedure

The descriptive analytical method was followed as it represents the most appropriate scientific method for the nature of the study, and Al-Assaf (2012) defined it as: "That type of research that is carried out by questioning all members of the research community or a large sample of them, to describe the phenomenon being studied in terms of its nature and degree of existence only, without going beyond that to studying the relationship or inferring the causes, for example" (p. 11).

Participants

Obeidat and others (2007) indicate that the study community is "all individuals, persons or things that are the subject of the research problem" (p. 99).

The current research participants consist of male and female students from three universities in the Riyadh region, numbering (158533) male and female students.

Study sample

The study sample was selected randomly according to the equation of the American Association of Krejcie and Morgan (1970). Accordingly, the minimum sample size of the study was (384). The researcher sent the electronic questionnaire to the study community members until she obtained (394) electronic responses. The following are the characteristics of the study sample according to the gender variable.

Table 1. Distribution of Study Individuals according to Gender variable

Gender	Repetition	%
Male	180	45.7
Female	214	54.3
Total	394	%100

The previous table shows that (214) of the study individuals represent (54.3%) of females, the largest group in the study. In comparison (180) of the study individuals represent (45.7%) males, the smallest group in the study sample.

Data collection method

The Study tool

The study or data collection tool means "how the data collection process is carried out to test the study hypotheses or answer its questions" (Al-Qahtani, Al-Amri, Al-Mazhab, and Al-Omar, 2004: p. 287).

The researcher used the questionnaire to collect the necessary data for the study. The questionnaire is defined as "a means of collecting data from a group of individuals by answering a set of written questions about a specific topic without the researcher's assistance or presence while they are answering them" (Al-Qahtani, Al-Amri, Al-Mazhab, and Al-Omar, 2004: 288).

The study used a questionnaire consisting of 21 statements distributed over three axes:

- 1 -The role of teamwork in developing leadership qualities among students.
- 2 -Effective qualities of a team leader in managing teamwork.
- 3 -Leadership Difficulties facing university students in teamwork.

These statements were responded to using a Likert scale: strongly agree - agree - somewhat agree - disagree - strongly disagree. At the end of each axis, an open-ended question asked whether the participant had an addition to this axis.

Steps to build the study tool:

After reviewing previous studies and what they contained in terms of theoretical framework, questionnaires, and interviews, the questionnaire was initially prepared to collect the necessary data for the study.

The researcher relied on the closed form (Closed Questionnaire) in its preparation, determining the possible responses to each statement. When formulating the questionnaire statements, the following was considered:

- Clarity of the statement and its belonging to the axis.
- The statement should not bear more than one idea or meaning.
- Avoiding words that bear more than one meaning.
- Clarity of the words of the statements and their avoidance of ambiguity.

Part One: It includes the functional variables of the study individuals.

Part Two: It consists of (21) statements that measure the study variables and is divided into three axes as follows:

Axis One: It measures the importance of teamwork in developing leadership qualities and includes (6) statements.

Axis Two: It measures the important qualities of the team leader in managing teamwork and includes (10) statements.

Axis Three: It measures the student's difficulties in teamwork and includes (5) statements.

The questionnaire statements were formulated using a five-point scale: (Strongly agree / Agree / Somewhat Agree / Disagree / Strongly disagree).

Validity of the tool

The researcher verified the validity of the study tool in two ways:

First: The apparent validity of the questionnaire:

After preparing the questionnaire in its initial form, it was presented to a group of arbitrators within the universities of the Kingdom of Saudi Arabia to express their opinions on the clarity of the phrases, their belonging to the axis, and the correctness of their formulation. The number of arbitrators was (4) professors from Saudi universities. The questionnaire was modified based on their comments, and the questionnaire was prepared in its final form and became valid for measuring what it was designed for.

Validity of internal consistency

The researcher calculated the internal consistency of the paragraphs of the study tool by calculating Pearson correlation coefficients between each paragraph and the axis to which the paragraph belongs, as well as the correlation coefficient between each paragraph and the questionnaire, which is shown in the following tables:

Table 2. Correlation Coefficients of the Study Axes Items with the Axes to which They Belong

Axes	Correlation Coefficient	Questionnaire Items	م
The First Axes			
**0.822		Teamwork Helps Develop the ability to plan	1
**0.750		Teamwork Increases the ability to Organize time and Respect Deadlines	2
**0.772		Teamwork Develops the Ability to Dialogue and Debate	3
**0.767		Teamwork Stimulates the Ability to Build Relationships	4
**0.775		Teamwork supports the development of the ability to set goals	5
**0.820		Teamwork encourages the development of the ability to achieve goals	6
The Second Axes			
**0.667		Has the ability to listen well to team members	1
**0.701		Distributes tasks to team members fairly	2
**0.673		Consults all team members	3
**0.747		Is flexible when team members face difficulties	4
**0.781		Accepts criticism and respects other opinions	5
**0.816		Has the ability to delegate	6
**0.710		Take responsibility for his mistakes	7

**0.727	Gives thanks and appreciation	8
**0.818	Has the ability to communicate effectively	9
**0.786	Is characterized by the ability to persuade and influence	10
The Third Axes		
**0.888	Selecting team members randomly	1
**0.886	Selecting team leader randomly	2
**0.924	Weak follow-up from the leader	3
**0.912	Laxity from team members	4
**0.877	Weak linking tasks to team members' capabilities	5

***Expressions are significant at the level of 0.01 or less.*

From the previous table, it is clear that all the expressions are significant at the level of (0.01), and some of them are significant at the level of (0.05), which shows that all the paragraphs that make up the questionnaire have a high degree of validity, making them suitable for field application.

The Questionnaire reliability

To verify the reliability of the study axes items, Cronbach's alpha coefficient was used, and the results are shown in the following table:

Table3. Cronbach's alpha reliability coefficients

Cronbach's alpha reliability coefficient	Number of Items	Research Axes
0.873	6	First Axis
0.907	10	Second Axis
0.940	5	Third Axis
0.880	21	Overall stability Coefficient

From the previous table, it is clear that the stability of the study axis is high, as the value of the Cronbach's alpha stability coefficient for all study axes ranged between (0.873 to 0.940), and the value of the total stability coefficient reached (0.880), which is a high stability value that demonstrates the validity of the study tool for field application.

Research tool correction

To facilitate the interpretation of the results, the researcher used the following method to determine the level of response to the tool items, where weight was given to the alternatives shown in the following table to be processed statistically as follows:

Table 4. Study tool correction

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

These answers were classified into five levels of equal range using the following equation:

$$\text{Category length} = (\text{highest value} - \text{lowest value}) \div \text{number of tool alternatives} = (5-1) \div 5 = 0.80$$

To obtain the following classification:

Table 5. Distribution of categories according to the gradation used in the research tool

Description	Average Range
Strongly Agree	4.21-5.00
Agree	3.41-4.21
Somewhat Agree	2.61-3.41
Disagree	1.81-2.61
Strongly Disagree	1.00-1.81

Data analysis methods

The researcher used the following statistical methods to identify the characteristics of the study individuals, calculate the validity and reliability of the tools, and answer the study questions:

- 1- Frequencies and percentages are used to identify the characteristics of the research sample.
- 2- Arithmetic mean (Mean) to know the extent of the increase or decrease in the opinions of the study individuals about each statement of the study variables along with the principal axes, as well as to arrange the statements in terms of the degree of response according to the highest arithmetic mean.
- 3- Standard deviation (Standard Deviation) to identify the extent of deviation of the opinions of the study individuals for each statement of the study variables and for each of the main axes from its arithmetic mean, as the standard deviation shows the dispersion in the opinions of the study individuals for each statement of the study variables along with the main axes, the closer its value is to zero, the more concentrated the opinions are and the less dispersion between the scale, as well as to arrange the statements according to the arithmetic mean in favor of the least dispersion when the arithmetic mean is equal.
- 4- Cronbach Alpha coefficient (Cronbach Alpha) to extract the stability of the research tools.
- 5- Calculating Pearson correlation coefficient values to calculate the internal consistency validity of the study tool.
- 6—The Independent Sample T-test was used to determine statistically significant differences in the responses of the study individuals according to the gender variable.

Findings and Discussion

Answering the research questions

Results related to the first question: What is the role of teamwork in developing leadership qualities among university students?

To identify the role of teamwork in developing leadership qualities among university students, the frequencies, percentages, averages, and standard deviations of the phrases of the axis of the role of teamwork in developing leadership qualities among university students were calculated, and the results came as shown in the following table:

Table 6. Responses of study individuals to the phrases of the axis of the role of teamwork in developing leadership qualities among university students, arranged in descending order according to the arithmetic mean

Phrase		Repe titi on	Degree of Approval					Arith metic Mean *	Standard deviation	Degr e of impor tant	Rank
		%	Strongly disagree	Disagree	Neutral	Agree	Stron gly agree				
4	Teamwork stimulates the ability on building relationship	ك	2	8	33	100	251	4.50	0.776	Very high	1
		%	0.5	2.0	8.4	25.4	63.7				
3	Teamwork develops the ability to dialogue and discussion	ك	3	1	36	120	234	4.47	0.735	Very high	2
		%	0.8	0.3	9.1	30.5	59.4				
1	Teamwork helps in developing planning ability	ك	3	6	39	111	235	4.44	0.793	Very high	3
		%	0.8	1.5	9.9	28.2	59.6				
2	Teamwork increases capacity for time management and respects appointments	ك	2	20	53	94	225	4.32	0.924	Very high	4
		%	0.5	5.1	13.5	23.9	57.1				
6	Teamwork encourages the development of the ability to achieve goals	ك	3	12	45	148	186	4.27	0.839	Very high	5
		%	0.8	3.0	11.4	37.6	47.2				
5	Teamwork supports the development of the ability to set goals	ك	1	11	71	141	170	4.19	0.844	High	6
		%	0.3	2.8	18.0	35.8	43.1				
General Average								4.37	0.638	Very high	

*Arithmetic mean of.(5.00)

It is clear from the previous table that the study sample members believe that teamwork is essential in developing leadership qualities among university students, with an arithmetic mean of (4.37 out of 5.00), which is the mean that falls in the fifth category of the five-point scale categories, which shows that the degree of agreement indicates (strongly agree) in the study tool.

It was also found that the averages of the study individuals' responses to the role of teamwork in developing leadership qualities among university students ranged between (4.19 and 4.50), which are the averages that fall in the fourth and fifth categories of the five-point scale, which indicate (agree / strongly agree).

Phrase No. (4), which states (teamwork stimulates the ability to build relationships), came in first place, with an arithmetic mean of (4.50 out of 5.00), and a very high degree of importance. This result shows that teamwork leads to an increase in the level of skills of individuals towards building positive relationships with others by increasing the level of communication between them.

Phrase No. (3), which states (teamwork develops the ability to dialogue and debate), came in second place, with an arithmetic mean of (4.47 out of 5.00), and a very high degree of importance. This is due to the ability of teamwork to develop the skill of dialogue and debate and how to manage dialogue sessions efficiently and effectively, and to know the importance of listening to others, appreciating other points of view, and taking them into consideration and interest.

While statement No. (1), which states (teamwork helps develop the ability to plan) came in third place, with an arithmetic mean of (4.44 out of 5.00), and a very high degree of importance. This result indicates that teamwork contributes to developing planning skills among individuals, as individuals are practically trained to set goals and search for appropriate ways to achieve those goals and benefit from available opportunities and other basic elements of planning in the work environment. The study individuals also explained the existence of many aspects of the importance of teamwork, including making the person highly responsible, as teamwork helps with flexibility and breaking the barrier between people if they do not know each other, and leads to developing the skill of cooperation with others and listening to the opinions of work friends and the abundance of opinions helps in developing work and new and modern ideas, and enhancing problem-solving skills, encouraging diversity and creativity in the team environment, and improving the skill of listening to others, and helps in creating many new ideas, as teamwork develops the individual's self-confidence and sharing his opinions and ideas.

This result is consistent with the study (Al-Mutairi, 2021), which indicated that leadership development programs for students in universities could include activities such as reading, discussion, group projects, working with supervisors, and self-assessment of skills and values related to leadership and real-life experiences. Real-life experiences of leadership behavior for activity students provide opportunities to experience leadership behaviors and help them develop a set of leadership skills that are presented to them. It also agreed with the study (Al-Ahmari, 2020), which indicated that student activities in Saudi universities contribute to developing leadership skills. It also agreed with the study (Shaaban, 2021), which indicated that the indicators of teamwork management that express the leader's ability to manage it are represented in several things, such as clarity of goal for all members of the group, the confidence that the leader supports in the members of the group, complete discipline for all members of the group, cooperation between members of the group to achieve the common goal between them, justice in distributing roles, tasks, and collective responsibilities, successful organization and coordination by the leader of the tasks of the members of the group, as well as supporting the spirit of competition between members to achieve the common goal of the group. In addition to these matters, important points include managing time while efficiently carrying out the required task and dealing well with emergencies.

Results related to the second question: What are the effective leadership qualities of a team leader in managing teamwork?

To identify the practical leadership qualities of a team leader in managing teamwork, the frequencies, percentages, averages, and standard deviations of the phrases of the axis of the important qualities of a team leader in teamwork were calculated, and the results came as shown in the following table:

Table7. Responses of study individuals to the effective leadership qualities of a team leader in managing teamwork

	Phrase	Degree of approval					Mean	STD	Degree of approval	Rank
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
1	He can listen well to team members	0	0	17	107	270	4.64	0.563	Strongly agree	1
		0.0	0.0	4.3	27.2	68.5				
9	Possesses the ability to communicate effectively	0	6	12	121	255	4.59	0.629	Strongly agree	2
		0.0	1.5	3.0	30.7	64.7				
8	Give thanks and appreciation	4	0	27	104	259	4.56	0.712	Strongly agree	3
		1.0	0.0	6.9	26.4	65.7				
10	He can persuade and influence.	0	9	28	111	246	4.51	0.728	Strongly agree	4
		0.0	2.3	7.1	28.2	62.4				
2	Distributes tasks fairly among team members.	4	5	27	111	247	4.50	0.766	Strongly agree	5
		1.0	1.3	6.9	28.2	62.7				
4	Resilience when team members face difficulties	1	4	28	124	237	4.49	0.696	Strongly agree	6
		0.3	1.0	7.1	31.5	60.2				
7	He bears the consequences of his mistakes	1	8	36	106	243	4.48	0.766	Strongly agree	7
		0.3	2.0	9.1	26.9	61.7				
3	Consults with all team members	0	8	30	138	218	4.44	0.722	Strongly agree	8
		0.0	2.0	7.6	35.0	55.3				
6	Has the ability to delegate	6	7	29	120	232	4.43	0.827	Strongly agree	9
		1.5	1.8	7.4	30.5	58.9				
5	Accepts criticism and respects other opinion	6	10	38	111	229	4.39	0.876	Strongly agree	10
		1.5	2.5	9.6	28.2	58.1				
4.50	0.531	Strongly agree								

**Arithmetic mean of.(5.00)*

It is clear from the previous table that the study sample members strongly agree with the important qualities of the team leader in teamwork, with an arithmetic mean of (4.50 out of 5.00), which is the average that falls in the fifth category of the five-point scale categories, which shows that the degree of agreement indicates (strongly agree) in the study tool.

It also showed that the averages of the study members' responses to the important qualities of the team leader in teamwork ranged between (4.39 and 4.64), the averages that fall in the fifth category of the five-point scale categories, which indicate (strongly agree).

Item (1), which states (he can listen well to team members), came in first place, with an arithmetic mean of (4.64 out of 5.00), and a degree of strongly agree. This result indicates the importance of listening well to team members and exchanging opinions, ideas, and suggestions on managing teamwork and achieving its goals.

Item (9), which states (can communicate effectively), came in second place, with an arithmetic mean of (4.59 out of 5.00) and a strongly agree score. This result indicates the importance of effective communication with all employees and the need for the leader to constantly contact all team members, respond to their inquiries, and appropriately guide them to achieve and accomplish job tasks. Item (8), which states (gives thanks and gives appreciation), came in third place, with an arithmetic mean of (4.56 out of 5.00) and a strongly agreed score. This result indicates the importance of moral appreciation by the team leader for team members, which leads to improving their mood and increasing their satisfaction with the work environment, thus increasing their motivation to achieve. The study

sample also showed that some other qualities must be present in the team leader, including enjoying confidence, honesty and good morals, and the ability to bear responsibilities, in addition to the strength of character, all of which are qualities that contribute to motivating team members to be creative and achieve in the work environment. This result was consistent with what was indicated by (Al-Arifi & Al-Khalawi, 2024), which showed the importance of the role played by clubs in partnership with academic units at the university in providing students with communication, dialogue, discussion, problem-solving, critical thinking, and developing leadership and independence skills, as well as other skills required to prepare future leaders.

It also agreed with the study (Al-Sayed, 2017), which showed that among the characteristics of a successful team leader is that he tries to acquire and practice leadership qualities and skills such as democratic leadership and applying the concept of Shura, in addition to culture and awareness of the goals that are hoped to be achieved. He also trusts in team members, listens well to them, uses persuasion, and understands body language.

Results related to the third question:

What are the leadership difficulties university students face in teamwork?

To identify the difficulties that students face in teamwork, the frequencies, percentages, averages, and standard deviations were calculated for the phrases of the axis of difficulties that students face in teamwork, and the results came as shown in the following table:

Table 8. Responses of study individuals to the statements of the axis of leadership difficulties facing university students in teamwork

	Phrase	Degree of approval					Arithmetic mean*	Standard deviation	Degree of influence	Rank
		Strongly disagree	Disagree	Some what agree	Agree	Strongly agree				
4	Team member laxity	47	73	36	60	178	3.63	1.493	High	1
		11.9	18.5	9.1	15.2	45.2				
5	Poor linking of tasks to team members' capabilities	36	82	56	61	159	3.57	1.422	High	2
		9.1	20.8	14.2	15.5	40.4				
1	Randomly select team members	45	88	44	64	153	3.49	1.471	High	3
		11.4	22.3	11.2	16.2	38.8				
3	Poor follow-up from the leader	42	86	50	71	145	3.48	1.438	High	4
		10.7	21.8	12.7	18.0	36.8				
2	Randomly select the team leader	53	82	48	70	141	3.42	1.479	High	5
		13.5	20.8	12.2	17.8	35.8				
3.52	1.318	High								

*Arithmetic mean of (5.00)

It is clear from the previous table that the study sample members agree with the difficulties facing students in teamwork, with an arithmetic mean of (3.50 out of 5.00), which is the mean that falls in the fifth category of the four-point scale categories, which shows that the degree of agreement indicates (agree) in the study tool, which indicates that the difficulties facing students greatly affect teamwork.

It also showed that the study members' responses to the difficulties facing students in teamwork ranged between (3.42 to 3.63), the averages that fall in the fourth category of the five-point scale categories, which indicate (agree).

Item (4), which states (the slackness of team members), came in first place, with an arithmetic mean of (3.63 out of 5.00). A large degree of influence is because team members' slackness leads to a weakness in their motivation and drive towards achievement in work tasks and a weakness in their ability to perform.

Item (5), which states (weakness in linking tasks to team members' capabilities), came in second place, with an arithmetic mean of (3.57 out of 5.00), and a high degree of influence. This is due to the weak ability to link tasks to team members' capabilities, which leads to the failure to accomplish those tasks efficiently and effectively, as the tasks assigned to individuals do not match their capabilities and functional abilities. While statement No. (1), which states (randomly selecting team members) came in third place, with an arithmetic mean of (3.49 out of 5.00) and a high degree of influence. This is because the random selection of team members leads to the presence of some people with weak functional abilities and capabilities. Therefore, they cannot appropriately perform their functional tasks. The study members also indicated the presence of some other difficulties, the most

important of which are wasting time and slowness in completing team tasks, choosing incompatible team members, which negatively affects functional harmony between them, sometimes increasing the level of disagreements between team members, laziness at times, and a weak sense of responsibility by some team members.

Results related to the fourth question: Are there statistically significant differences between the responses of the study individuals towards its axes according to the gender variable?

To identify the extent of the existence of statistically significant differences between the responses of the study individuals according to the gender variable, the researcher used the (t) test for independent samples (Independent Sample T-Test), and the results came as shown in the following table:

Table 9.T-test (Independent Sample T-Test) for differences in the opinions of the study sample of teachers according to the gender variable

Study axes	Type	N	Mean	Standard deviation	t-value	df	Sig
The importance of teamwork in developing leadership qualities	Male	180	4.4638	0.54965	2.538	231	*0.012
	Female	214	4.2480	0.71697			
Team leader qualities influential at work collective	Male	180	4.4934	0.48428	0.103	231	0.918 Not significant
	Female	214	4.5008	0.59301			
Difficulties in teamwork	Male	180	3.4660	1.35667	0.272	231	0.786 Not significant
	Female	214	3.5134	1.29556			

**Significant differences at a significance level of (0.05)*

It is clear from the previous table that there are no statistically significant differences in the responses of the study members from teachers on the axes (team leader qualities that influence teamwork, as well as the difficulties facing teamwork) according to the gender variable, as the significance levels reached (0.918, 0.786), which are all greater than (0.05), and are not statistically significant, which indicates the absence of an effect of the school type variable on the team leader qualities that influence teamwork, as well as the difficulties facing teamwork.

It is also clear from the previous table that there are statistically significant differences at a significance level of (0.05) in the responses of the study members towards the importance of teamwork in developing leadership qualities according to the gender variable, in favor of the male study members, and this may be due to the weak desire for cooperation between females in teamwork. Therefore, males see that this cooperation is of great importance in developing leadership qualities, as opinions and suggestions are exchanged, enhancing effective leadership concepts and contributing to achieving teamwork goals.

Discussion of the Results

Though the results of the current study provide a clear understanding of the kind of leadership experiences that can be learned from the context of teamwork in the leadership journey of university students, it is still found to be in concordance and disparity with other studies conducted earlier. The research established that teamwork helps develop leadership qualities like planning, dialogue, and people relations; the issues covered indicated a high level of agreement on the study's outcomes. According to Al-Mutairi (2021), at universities, leadership development programs, which include group activities and discussions, give students a chance to develop important leadership competencies. In a similar vein, the study bears synergy with Al-Ahmari (2020), where the author also pointed out that the engagement of student activities overall in Saudi universities positively boosts the development of leadership inventory and again supports the element of teamwork as a key conduit towards leadership skill enhancement in students. Moreover, the outcomes dovetail with Shaaban (2021), who pinpointed that listening, communication, and cooperation building are the critical elements influencing leadership in the context of teams while corroborating with the idea of the positive organizational change enabled by teamwork.

However, the volumes of the study that reflect the building of resilience, confidence, and adaptability amidst teamwork reflect Gagnon's (2024) findings in the case of ROTC cadets. Gagnon's study emphasized that involvement in organized team settings helps develop progress toward leadership roles – all the participants noted similar attributes as key benefits of teamwork experiences

with cadets. This parallel strengthens the assumption that teamwork offers a solid foundation for leadership development in academic and workplace domains.

However, this study also shows areas of concern that relate to teamwork: team members' inertia, mismatch of tasks to teams' capabilities, and an arbitrary selection of team members. These findings contrast with recognitions such as Al-Sayed (2017), which centers on the positive attributes of effective team leadership without elaborating on the underlying implementable challenges that teams face. Thus, by focusing on these considerations, this study adds value to current research by arguing that, while promoting teamwork can enhance leadership growth, interprofessional teamwork's effectiveness can also be undermined by various organizational and structural factors of the team's work. In addition, the focus on the best practices recommendations for fault line management, including the issues of the tasks' division fairly, enriches Chughtai et al.'s (2024) work, which concentrated on the function of the adaptive leadership when responding to organizational and team dynamics influencing innovation. Thus, the blend of teamwork and leadership innovation is well supported in this study and underlines that its implications are not confined to education alone.

The work also demonstrated that gender-based differences exist, and male students, for instance, rated the valuation relative to the role of teamwork in leadership higher than female students. This finding supports Mynbayeva et al. (2024), who identified the gendered divide between leadership approach and preference among the management of Kazakhstani higher learning institutions. Although both studies position gender as a factor in leadership stereotyping, the differing approach of the current study, where teamwork is embraced as a developmental intervention, offers another perspective on how gender influences teamwork processes and leadership effects.

Moreover, we contribute to the theory by accentuating that moral appreciation and recognition by team leaders should be considered. This aspect is supported by Fababier and Apostol (2024), who identified the mediating function of collaboration in promoting transformational leadership and self-regulation among teachers. The implications of cultivating a team motivational context, as identified in this study, fit within the discussions on best practices concerning team leadership initiatives.

In sum, the findings of this study greatly benefit existing research on teamwork and leadership development and are consistent with other empirical studies. Employing both quantitative and qualitative data, this study provides a rich insight into teamwork processes, its benefits for leadership development, and the difficulties that may ensue. Therefore, based on the limits and advantages of team functioning, the study highlights several strategies for developing systematic interventions that improve teamwork effectiveness, requirements that include identification of appropriate training programs, better matching of tasks, and gendered approaches. The outcomes of this research present a clear understanding of how leadership training may be expedited in learning ('education') contexts and other domains of practice, thus outlining future research directions that may examine the enduring effects of teamwork on leadership training in different cultural and organizational circumstances.

Conclusion

Coupled with this research, this study has also supported the role of teamwork as an effective avenue in cultivating success and imperative leadership characteristics among enrolled university students. This also shows that, through teamwork, individuals develop important competencies like planning, decision-making and communication, flexibility, endurance, and relationship- management, which are core determinants of leadership in workplace and academic environments. The results align with the literature, for example, the papers of Al-Mutairi (2021) and Al-Ahmari (2020), which focus on how group work fosters leadership. Moreover, the study reveals that moral appreciation, trust, and mutuality in teams improve team motivation and performance based on the ideas of Fababier and Apostol (2024).

Nevertheless, the study acknowledges some factors usually considered obstacles to effective teamwork, such as beginning team members' indifference, incorrect assignment of tasks to the teams, and a haphazard selection of team members. These problems show a lack of practical application of teamwork and how it weakens the potential for leadership development. The current research differs from many of the previous similar works, including Al-Sayed's (2017), in tackling the problems that hinder teamwork or groups' performances to succeed. These insights are most helpful for developing leadership training programs that enhance students' readiness to address organizational issues.

This work can also be distinguished in studying gender differences in teamwork perception. The study's results show that male students have more positive attitudes toward teamwork than female students. This finding partly supports the gendered leadership pattern observed in Mynbayeva et al. (2024) and raises the need for trainers to adopt gender-sensitive approaches in leadership development programs. It means diversity in its truest senses and equal chances for the students to develop best by customizing the programs according to their perceived needs.

Returning to the continuum table, the study also emphasizes tangible ways of enhancing the utilitarian value of teamwork while dealing with its issues. Recommendations include advocating for formal leadership development regimes that address the relationship between tasks and personal and group characteristics, balanced team formation, and building member confidence in one another. However, offering information on how to deal with issues affecting teamwork, like members' compatibility and how to assign tasks based on members' strengths, will improve the utilitarian value of the technique as a leadership development model.

Thus, the findings of the present work make a substantial contribution towards advancing knowledge of the contribution of teamwork to leadership development. As a strength-focused approach, it also highlights a constellation of both opportunities and issues that can enrich leadership programs in the educational context. The results of this research bear important implications for developing inclusive, purposeful, and realistic leadership interventions, which may help students enhance their ability to succeed in multiteam contexts and become competent leaders. Further research should assess the consequences of teamwork on leadership advancement and investigate these patterns in various cultures and organizational environments, which can be used to disseminate the study results to as many leadership training and education institutions in the global market as possible.

Study Recommendations

The results of the study showed that there are some difficulties and obstacles that negatively affect teamwork, and accordingly, the researcher recommends the following:

- Urging team members on the importance of achievement in teamwork and achieving its goals.
- Raising awareness of team leaders about the importance of linking tasks to team members' capabilities
- Urging the team leader to the need for a good selection of team members and avoiding random selection.
- Raising awareness of the team leader about the importance of continuous follow-up of team members.
- Intensifying training programs on the importance of using time well to achieve teamwork tasks.
- There is a need for compatibility between team members to achieve compatibility and accomplish teamwork tasks effectively.
- Holding meetings and seminars on the importance of teamwork and methods of achieving its goals.

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