

Leadership and SDG 4-Quality Education: Engagement as a Key Personal Trait of Future Leaders

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ABSTRACT

Research background: A leader's commitment is about their strong personal commitment to the team and the company, which is manifested in a proactive approach, inspiring and supporting employees. A leader with strong commitment creates an environment of trust and psychological safety, supports open communication, encourages innovation and helps the sustainability of the company.

Purpose of the article: The scientific article aims to identify and quantify disparities in the perception of students' engagement according to the type of school. The analysis focused on students studying at the Piarist and other schools in Slovakia.

Methods: The subject of the study was the attitudes of students attending secondary schools. The research was conducted in 2024 in the Slovak Republic. A total of 512 students completed the questionnaire. Methods of mathematical statistics were used to evaluate statistical hypotheses, including one-way and two-way classification, contingency tables, absolute and relative frequencies, the chi-square test, and the z-test.

Findings & Value added: The quantitative study revealed several interesting findings. Every second student evaluates the school's facilities, equipment, and teaching aids positively. More than 60% of students believe that they are taught by distinguished personalities and experts in the field of education. Students attending a Piarist school perceive the quality of their school significantly more positively compared to students from other schools. Students at Piarist schools are more actively involved in co-creating the learning process and communicate problems more openly at the time they arise, compared to students from other types of schools. The findings are of interest to policymakers in the field of quality and financing of the education system in the Slovak Republic; to parents deciding which secondary school to enrol their child in; and to public administration authorities responsible for determining the number of available places across different types of secondary schools.

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INTRODUCTION

The rapid transformation of the global economy, driven by digitalisation (Destrian & Sudarma, 2024), sustainability (Alharthi, 2025), and artificial intelligence (Mehrvaz et al., 2025), has placed new demands on the next generation of business leaders. Leadership in the 21st century increasingly depends not only on technical or managerial competencies, but also on creativity, ethical responsibility, and social engagement (Susanto et al., 2021). These competencies are primarily shaped by the quality of education and the degree of student engagement during the learning process (Hovardas et al., 2026).

The quality of education plays a fundamental role in forming the intellectual and moral foundations of future leaders (Thornsri & Pila-Ngarm, 2023). High-quality education goes beyond the transfer of knowledge; it emphasises critical thinking, problem-solving, collaboration, and personal development (McCarthy et al., 2023). Educational institutions that apply innovative teaching methods, experiential learning, and interdisciplinary approaches create a context where students can connect theory with practice. This helps them develop not only professional expertise but also the ability to navigate complex business environments (Elnadi & Gheith, 2023).

Engagement, as an internal motivational factor, is a key determinant of how knowledge is acquired and transformed into practical leadership skills (Ativetin & Widyakornbudit, 2025; Österholm et al., 2025). Engaged students tend to be proactive, responsible, and capable of reflective learning. Research in educational psychology confirms that engagement strengthens autonomy, resilience, and emotional intelligence – all of which are essential characteristics of modern leaders (Mphaluwa et al., 2025; Mohammadi Zenouzagh et al., 2025). Schools that encourage participation, dialogue, and co-creation of the learning process foster students who later demonstrate higher levels of innovation and ethical awareness in business contexts (Alharthi, 2025).

The new generation of leaders emerging from such educational environments tends to integrate social and environmental responsibility into their business decisions (Gerwanski, 2020). They view leadership not merely as a position of authority but as a service to the community and the environment (Zastempowski, 2024). This shift aligns with global sustainability frameworks such as the United Nations' sustainable development goals (SDGs), particularly SDG 4 (quality education) and SDG 8 (decent work and economic growth).

THEORETICAL BACKGROUND

Key personality traits of leaders

The quality and sustainability of business performance are profoundly influenced by the personality traits and behavioural patterns of leaders (Frajtová Mlchalíková et al., 2024). In contemporary organisational environments, characterised by volatility, uncertainty, complexity, and ambiguity (VUCA), leadership effectiveness increasingly depends not only on technical or managerial competencies but also on psychological and moral attributes (Al-Ghazali et al., 2022). This section elaborates on five essential personality traits that play a critical role in determining the quality of business outcomes: integrity, emotional intelligence, visionary thinking, resilience, and accountability (Annamalah et al., 2025).

Integrity is widely recognised as the cornerstone of effective and trustworthy leadership (Jovanović et al., 2018). It encompasses honesty, transparency, and adherence to moral and ethical principles in decision-making (Shatila et al., 2025). Leaders who demonstrate integrity inspire confidence among employees, customers, and external stakeholders, which contributes to building long-term organisational legitimacy and social capital (Brown & Treviño, 2006). Ethical responsibility further reinforces a culture of fairness and trust, minimising the risks associated with unethical behaviour, such as reputational damage or legal sanctions. Consequently, organisations led by ethically grounded leaders tend to exhibit higher levels of employee satisfaction, lower turnover, and stronger brand reputation, all of which enhance business quality and sustainability.

Emotional intelligence (EQ) refers to the ability to recognise, understand, and manage one's own emotions as well as those of others. In leadership contexts, EQ is manifested through empathy, self-regulation, and social awareness. Leaders with high emotional intelligence create a favourable organisational climate that fosters collaboration, psychological safety, and innovation (Chouchane & St-Jean, 2025). Emotional intelligence has been empirically linked to improved employee engagement and organisational performance (e.g. Österholm et al., 2025). By managing interpersonal dynamics effectively, emotionally intelligent leaders enhance team cohesion and adaptability, thus directly influencing the quality and efficiency of business processes (Leonelli et al., 2025).

Visionary thinking enables leaders to articulate a compelling future direction for their organisation. It involves the ability to anticipate market trends, recognise emerging opportunities, and align strategic objectives with long-term societal and technological developments (Elnadi & Gheith, 2023). Visionary leaders provide meaning and motivation to their followers by connecting organisational goals with broader social or ethical values (e.g. Volery & Mattes, 2022). This orientation contributes to continuous innovation, organisational agility, and competitiveness – factors essential for maintaining high-quality standards in dynamic business environments (Sipos et al., 2025).

Resilience refers to a leader's capacity to remain effective under pressure, recover from setbacks, and adapt to changing circumstances (Konon & Kritikos, 2019). In periods of crisis or transformation, resilient leaders act as stabilising forces within organisations. They promote optimism, learning, and perseverance, transforming challenges into opportunities for growth (Runst & Thomä, 2023). Adaptability complements resilience by enabling leaders to modify strategies and behaviours in response to environmental shifts. Together, these traits enhance organisational resilience, ensuring operational continuity, innovation readiness, and long-term value creation, all crucial dimensions of business quality (Leonelli et al., 2022).

Decisiveness and accountability form the foundation of managerial credibility. Effective leaders are capable of making informed and timely decisions, balancing analytical reasoning with ethical judgment (Yangailo & Qutieshat, 2022). Accountability implies ownership of both successes and failures, reinforcing transparency and trust within the organisation (Zhang et al., 2022). According to Lobos et al. (2020), leaders who embody these traits foster a culture of responsibility and continuous improvement. Such an environment enhances organisational efficiency, minimises uncertainty, and strengthens stakeholder relationships – core components of business quality.

The interplay of these five traits creates a multidimensional leadership model that aligns individual character with organisational excellence (Leutner et al., 2014). Integrity ensures ethical governance; emotional intelligence

strengthens human relations; visionary thinking fosters innovation; resilience guarantees stability; and accountability secures trust (Hagenauer & Zipko, 2024, Coelho & Easingwood, 2008). Collectively, these attributes form the psychological and moral infrastructure of high-quality business leadership (Kouassi et al., 2025; Kozubíková & Zoubková, 2016). In the context of sustainable and responsible management, leaders who exhibit these traits contribute not only to financial performance but also to the social legitimacy and long-term resilience of their organisations (Freiberg & Matz, 2023).

Quality of education and Piarist education

Student engagement in the educational process represents one of the most important factors shaping personality, values, and future leadership abilities. In the context of secondary education—where the foundations of both professional competence and moral integrity are formed—the level of engagement has a significant impact on the development of responsibility, self-reflection, creativity, and collaboration skills.

Piarist schools, with their distinctive charism and long-standing tradition of educating the "head, heart, and hands," provide a unique environment where academic learning is combined with personal and spiritual formation. Their pedagogical approach emphasises not only the cognitive dimension of education but also the development of empathy, ethical values, and service to others. This model encourages authentic engagement: students are not passive recipients of knowledge but active co-creators of the learning process and the school community (Balla, 2024).

Such engagement and formation can profoundly shape future leaders. Young people who learn to take responsibility for their decisions, engage in discussions about values, and open themselves to collaboration are prepared to lead not only effectively but also with humanity. An environment that promotes dialogue, critical thinking, and respect for others naturally develops the ability to lead teams, resolve conflicts, and make decisions concerning the common good.

The charism of Piarist schools, rooted in faith in human potential, service, and education as a path to integral development, provides graduates with a moral compass and inner stability. These qualities are increasingly vital for leaders operating in a complex and rapidly changing world, where success depends not only on expertise but also on trustworthiness, ethical decision-making, and the ability to inspire others.

AIM, RESEARCH OBJECTIVE, METHODOLOGY AND DATA

This scientific article aims to identify and quantify disparities in the perception of students' engagement according to the type of school.

Data collection

The data collection was carried out during January–March 2024. A respondent, i.e., a student, was defined as a person attending secondary education in the conditions of the Slovak Republic. The questionnaire was created by the senior management of the Piarist Order in Slovakia in cooperation with active students studying at the respective school. The aim of developing the questionnaire was to identify differences between students of Piarist schools and those attending other schools operating in the Slovak Republic, with an emphasis on the students' formation, engagement, and behaviour in accordance with the school's code of ethics. In total, 512 students participated in the survey, studying not only in cities where the Piarist schools in Slovakia operate. The findings will serve as a basis for the preparation of quality education reports for the Slovak Province.

Piarist schools are public schools established by the Piarist Order in Slovakia, a Catholic religious order whose primary mission is the integral education and training of children and young people. Although they are public, i.e. tuition-free, they are classified as church schools in the Slovak education system. The Piarist Order has three schools in Slovakia: in Nitra, Trenčín, and Prievidza.

The analysis focused on various types of secondary education institutions: four-year grammar schools, eight-year grammar schools, vocational secondary schools, and others. To improve the representativeness of the research sample, the data collection process was adjusted by setting a minimum sample size ($n = 384$) and using random sampling of students both horizontally (from various Slovak cities—regional and district centres) and vertically (from different years of study).

Questionnaire and statements

The questionnaire consisted of several sections. In the first section, the student was asked to provide basic identification information, including gender, travel time to school, number of household members, and a question related to the practice of the Catholic faith, as well as whether the questionnaire was completed independently or with the assistance of another person. Subsequently, students responded to a set of questions focused on the following topics: (i) their perception of the quality of the school; (ii) their perception of the school's presence on social media; (iii) their understanding of the Piarist vision and the Student code; (iv) their perception of student personality traits and values; (v) their interest in extracurricular activities; and (vi) their perception of personality development, engagement, and formation at the school.

The questionnaire was administered in printed form during class time at the school. It included both open-ended and closed-ended questions. Students were not time-restricted and completed the questionnaire individually under the supervision of the teacher. The closed-ended questions were evaluated using a five-point Likert scale with the following response options: 1 – strongly disag-

ree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree.

Prior to data collection, students were informed that by submitting the completed questionnaire, they were granting the school permission to use their responses for the improvement of the pedagogical process and for analytical purposes. The questions in each section of the questionnaire were formulated in random order. At the beginning of the questionnaire, students were provided with information regarding the school's motivation for conducting the survey and developing the instrument. The questionnaire concluded with an expression of gratitude to the students for their participation.

The analysis focused on the following questions (Qs):

- Q1: Evaluation of the school environment (facilities, equipment, teaching aids, etc.) is positive.
- Q2: I consider my teachers to be personalities and experts in the field of education.
- Q3: I communicate openly and resolve conflicts at the time they arise.
- Q4: I am an active co-creator of the learning process.
- Q5: I step out of my comfort zone through activities I engage in and conversations that challenge my attitudes and opinions.
- Q6: I get to know my school and its community. I respect the values and attitudes of my school and community.
- Q7: I think critically about where information comes from and verify my sources.
- Q8: I can critically reflect on my own behaviour and admit my mistakes. I take responsibility for my actions.

Formulation of statistical hypotheses and methods

The following statistical hypotheses were formulated (SH):

- SH: The type of school is a statistically significant factor influencing students' perceptions of the quality of the school (SH_Q1; SH_Q2) and their perceptions of personality development, engagement, and formation at the school (SH_Q3; SH_Q4; SH_Q5; SH_Q6; SH_Q7; SH_Q8).

To fulfil the main aim and test the statistical hypothesis in the present paper, we have used, in the first step, descriptive statistics tools, such as descriptive characteristics (frequency, amount, percentage), which are necessary for calculating the Z-score. We used the following methods: simple sorting, statistical characters with an emphasis on the expression of absolute and relative frequency (graphical analysis: pie charts), sorting by two statistical characters (Type of table: Pivot table). Then we used the relationship between qualitative attributes using PivotTable and contingency intensity (using the Pearson coefficient of contingency, which is based on the Chi-square). Pearson's coefficient was calculated and then interpreted because of the decision about the statistical significance of differences between selected groups of

students and their business relations (model as a whole). For the assessment, a level of significance (limit of acceptance or rejection of the hypothesis), we used the level of p-value 0.05. Analytical and statistical software, as MS Excel, IBM SPSS Statistics, and GSS Centurion Statgraphics, were used to evaluate statistical tests.

Structure of students

The structure of respondents was as follows. A total of 512 students completed the questionnaire ($n = 512$). Of the total number of students, 193 (37.7%) were boys, 305 (59.6%) were girls, and 14 (2.7%) students did not specify their gender. Regarding the travel time to school, the distribution of responses was as follows: 45 students (8.8%) reported a travel time of less than 10 minutes; 196 students (38.3%) traveled between 11 and 20 minutes; 129 students (25.2%) between 21 and 30 minutes; 119 students (23.2%) between 31 minutes and one hour; and 23 students (4.5%) travelled more than one hour to school.

The structure of students according to the number of household members was as follows: 38 students (7.4%) reported 2 household members; 119 students (23.2%) reported 3 members; 204 students (39.8%) reported 4 members; 95 students (18.6%) reported 5 members; and 56 students (10.8%) indicated that their household consisted of more than 5 members.

The distribution of practicing Catholic family members in students' households was as follows: 145 students (28.3%) reported no practicing Catholic family members; 82 students (16.0%) reported 1 member; 85 students (16.6%) reported 2 members; 60 students (11.7%) reported 3 members; 65 students (12.7%) reported 4 members; and 75 students (14.6%) reported more than 4 members. More than 95% of students (specifically 97.1%; 497 students) completed the questionnaire independently, while 15 students (2.9%) completed it with the assistance of another person.

RESULTS AND DISCUSSION

Table 1 presents students' results on questions regarding school quality, depending on the type of school the student attends.

Table 1: Structure of students' responses to perceptions of school quality

TA	Q1				Q2			
	PS		OS		PS		OS	
	N	%	N	%	N	%	N	%
1	11	2.8%	4	3.2%	13	3.4%	9	7.3%
2	39	10.1%	31	25.0%	41	10.6%	18	14.5%
3	122	31.4%	37	29.8%	97	25.0%	36	29.0%
4	149	38.4%	38	30.6%	172	44.2%	49	39.5%
5	67	17.3%	14	11.4%	65	16.8%	12	9.7%
TL	388	100 %	124	100 %	388	100 %	124	100 %
CH	19.156		0.001		8.831		0.065	

Note: TA – Type of Answer; CH – Chi-Square Test; PS – Piarist School, OS – Other School. Source: own research results

The results (see Table 1) indicate that there are statistically significant differences in the evaluation of Q1 between students from Piarist schools (PS) and other schools (OS; p-value = 0.001). Students from Piarist schools responded more positively (TA: 4+5 – 55.7%) to this statement compared to students from non-Piarist schools (TA: 4+5 – 42.0%). The statistical hypothesis SH_Q1 is accepted.

Furthermore, the results (see Table 1) show that there are no statistically significant differences in the overall structure of responses to Q2 between students from Piarist and non-Piarist schools (p-value = 0.065). However, differences in the proportion of positive responses to Q2 (TA: 4+5) revealed statistically significant differences: PS – 237 (61.0%); OS – 61 (49.2%); Z-test = 2.337; p-value = 0.019. Based on these results, the statistical hypothesis SH_Q2 is partially accepted.

Table 2 presents students' results on questions regarding their perception of personality engagement, depending on the type of school the student attends.

Table 2: Structure of students' responses to perceptions of personality engagement

TA	Q3				Q4			
	PS		OS		PS		OS	
	N	%	N	%	N	%	N	%
1	4	1.0%	6	4.8%	35	9.0%	25	20.2%
2	27	7.0%	10	8.1%	77	19.8%	21	16.9%
3	83	21.4%	37	29.8%	128	33.0%	31	25.0%
4	160	41.2%	38	30.6%	93	24.0%	24	19.4%
5	114	29.4%	33	26.7%	55	14.2%	23	18.5%
TL	388	100 %	124	100 %	388	100 %	124	100 %
CH	12.973		0.011		14.355		0.006	

Note: TA – Type of Answer; CH – Chi-Square Test; PS – Piarist School, OS – Other School. Source: own research results

The results (see Table 2) indicate that there are statistically significant differences in the evaluation of Q3 between students from Piarist schools (PS) and other schools (OS; p-value = 0.011). Students from Piarist schools responded more positively (TA: 4+5 – 70.6%) to this statement compared to students from non-Piarist schools (TA: 4+5 – 57.3%). The statistical hypothesis SH_Q3 is accepted.

Furthermore, the results (see Table 2) show that there are statistically significant differences in the overall structure of responses to Q4 between students from Piarist and non-Piarist schools (p-value = 0.006). However, differences in the proportion of positive responses to Q4 (TA: 4+5) revealed no statistically significant differences: PS – 148 (38.2%); OS – 47 (37.9%); Z-test = 0.048; p-value = 0.960. Based on these results, the statistical hypothesis SH_Q4 is partially accepted.

Table 3 presents students' results on questions regarding their perception of personal development at the school, depending on the type of school the student attends.

Table 3: Structure of students' responses to perceptions of personal development at the school

TA	Q5				Q6			
	PS		OS		PS		OS	
	N	%	N	%	N	%	N	%
1	23	5.9%	17	13.7%	14	3.6%	6	4.8%
2	56	14.4%	27	21.8%	23	5.9%	10	8.1%
3	156	40.2%	39	31.5%	80	20.6%	38	30.6%
4	102	26.3%	20	16.1%	158	40.7%	39	31.5%
5	51	13.2%	21	16.9%	113	29.2%	31	25.0%
TL	388	100 %	124	100 %	388	100 %	124	100 %
CH	17.330		0.002		7.796		0.099	

Note: TA – Type of Answer; CH – Chi-Square Test; PS – Piarist School, OS – Other School. Source: own research results

The results (see Table 3) indicate that there are statistically significant differences in the evaluation of Q5 between students from Piarist schools (PS) and other schools (OS; p-value = 0.002). Students from Piarist schools responded more positively (TA: 4+5 – 39.5%) to this statement compared to students from non-Piarist schools (TA: 4+5 – 33.0%). The statistical hypothesis SH_Q5 is accepted.

Furthermore, the results (see Table 3) show that there are no statistically significant differences in the overall structure of responses to Q6 between students from Piarist and non-Piarist schools (p-value = 0.099). However, differences in the proportion of positive responses to Q6 (TA: 4+5) revealed statistically significant differences: PS – 271 (70.1%); OS – 70 (55.5%); Z-test = 2.753; p-value = 0.006. Based on these results, the statistical hypothesis SH_Q6 is partially accepted.

Table 4 presents students' results on questions regarding their perception of personal formation at the school, depending on the type of school the student attends.

Table 4: Structure of students' responses to perceptions of personal formation at the school

TA	Q7				Q8			
	PS		OS		PS		OS	
	N	%	N	%	N	%	N	%
1	13	3.4%	4	3.2%	7	1.8%	4	3.2%
2	21	5.4%	15	12.1%	11	2.8%	7	5.6%
3	88	22.7%	32	25.8%	62	16.0%	24	19.4%
4	159	41.0%	41	33.1%	174	44.8%	36	29.1%
5	107	27.5%	32	25.8%	134	34.6%	53	42.7%
TL	388	100 %	124	100 %	388	100 %	124	100 %
CH	7.983		0.092		11.093		0.025	

Note: TA – Type of Answer; CH – Chi-Square Test; PS – Piarist School, OS – Other School. Source: own research results

The results (see Table 4) indicate that there are no statistically significant differences in the evaluation of Q7 between students from Piarist schools (PS) and other schools (OS; p -value = 0.092). Students from Piarist schools responded more positively (TA: 4+5 – 68.5%) to this statement compared to students from non-Piarist schools (TA: 4+5 – 58.9%). However, differences in the proportion of positive responses to Q6 (TA: 4+5) revealed statistically significant differences: Z -test = 1.985; p -value = 0.047. The statistical hypothesis SH_Q7 is partially accepted.

The results (see Table 4) indicate that there are statistically significant differences in the evaluation of Q8 between students from Piarist schools (PS) and other schools (OS; p -value = 0.025). Students from Piarist schools responded more positively (TA: 4+5 – 79.4%) to this statement compared to students from non-Piarist schools (TA: 4+5 – 71.8%). The statistical hypothesis SH_Q8 is accepted.

DISCUSSION

The quality of education continues to play a significant role in shaping young people who aspire to enter the entrepreneurial environment after completing their studies. Several aspects influence the choice of school, with the quality of the education provided being one of the most crucial factors. When selecting a school, parents, students themselves, and even the extended family often consider religious beliefs and the values promoted by the educational institution (Carmody, 2025; Rymarz, 2024). The school environment, facilities, and quality of teaching resources also contribute to this decision. Students attending Catholic schools tend to be more satisfied with school facilities compared to students in other types of schools. These findings are consistent with the conclusions of Wyttenbach et al. (2024a) and Wyttenbach et al. (2024b).

The teaching staff and their quality play a key role in inspiring young people toward entrepreneurship and encouraging their inclination to enter the business environment. Teachers must be inspiring, creative, and able to engage students (Fussell & Cole, 2025). The teacher represents the main pillar in shaping students' knowledge and must be perceived as a respected personality (Pollefeyt, 2021). Empirical findings revealed that students enrolled in Piarist schools perceive their teachers as strong personalities to a greater extent than students attending other types of schools.

Student initiative and involvement in the educational process is a crucial element that contributes to the enhancement of personal characteristics (Al-Ghazali et al., 2022). In this area, the type of school does not play a significant role. These conclusions are supported by the findings of Ball (2024), who identifies other socio-demographic characteristics—such as gender, family background, and parents' level of education—as key determinants.

An interesting finding is that students attending Piarist schools are more open to communication when addressing problems and behaviour-related issues, and they are more willing to take responsibility for inappropriate behaviour compared to students from other types of schools.

CONCLUSION

This scientific article aimed to identify and quantify disparities in the perception of students' engagement according to the type of school.

The results yielded several interesting findings. Every second student attending a Piarist school evaluates the environment (premises, facilities, and teaching aids) positively. In comparison with students from other types of schools (42% of students), Piarist school students assess their school environment more positively. Students at Piarist schools perceive their teachers as professionals and personalities in the field of education (61.0%) to a greater extent than students from other schools (49.2%). The disparities in students' attitudes toward questions related to the perception of school quality are statistically significant. Significant differences were identified in the evaluation of whether students consider themselves active co-creators of the learning process. A total of 28.8% of students attending Piarist schools responded negatively (strongly disagreed or disagreed) to this statement, compared with 37.1% of students from other types of schools. Moreover, as many as seven out of ten students from Piarist schools reported that they openly address and communicate conflicts at the time they arise, which is significantly higher than among students from other types of schools (only 57.3%).

The statistical hypotheses were evaluated using only parametric tests. Depending on the nature of the data, it would be appropriate to re-verify the findings on a different sample of students and during another time period. Despite the researchers' efforts, the sample of respondents was primarily determined by the type of school the student attends. The respondent sample was not proportionally distributed according to the given criteria (type of school). The research was conducted in only one country where the Piarist Order operates. Potentially relevant results could be achieved by an international comparison of students' attitudes toward selected questions in the questionnaire.

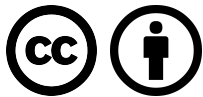
The findings are significant for the leadership of the Piarist Order in Slovakia, as they provide a basis for managing the activities of Piarist schools at both the local and international levels. The results will be incorporated into the work activities of staff members to improve further the implementation of the ethical code of pedagogical and professional employees working in Piarist schools, both in Slovakia and abroad.

The personality traits of leaders represent an extensive area of analysis. Future research will further disentangle

student engagement based on students' preferences for employment in their future working life. In addition, other demographic characteristics, such as gender or travel time to school, may influence a student's tendency to be

more engaged and to identify with the school where they receive their education..

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