PAPER

Attitudes of Economics Students Towards Teamwork at University

Zuzana Chmelárová,
Ladislav Pasiar(✉)

Faculty of National Economy,
Department of Pedagogy,
University of Economics,
Bratislava, Slovak Republic

ladislav.pasiar@euba.sk

ABSTRACT

Teamwork has an undeniable benefit in finding creative and effective solutions to situations in both work and school environments. Teamwork training can be seen as a necessary condition for the career growth of every individual. This article aims to explore students' attitudes towards teamwork, identify the reasons for positive and negative attitudes of students towards teamwork, and measure their level of satisfaction with various aspects of teamwork. The survey utilized a non-standardized questionnaire comprising closed-ended items, multiple-choice items, and scaled items. Out of the 148 respondents, the majority expressed a positive attitude towards teamwork across different aspects, with varying reasons and levels of satisfaction. Statistical analysis of the data revealed that there is no statistically significant difference between the groups with positive and negative attitudes towards teamwork regarding their views on the reasons that cause positive or negative attitudes. However, there is a significant difference between the groups in their evaluation of all the aspects of teamwork, except for difficulty and unfairness. Students with positive attitudes towards teamwork place significantly more importance on relationships within the team, express higher satisfaction with recognition for good achievements and with the opportunity to help others, and they also prioritize the opportunity to assist others more than students with negative attitudes.

KEYWORDS

university students, reasons of positive and negative attitudes to teamwork, personality aspects of teamwork, level of satisfaction and importance of aspects

1 INTRODUCTION

Many employers express the opinion that university graduates are generally quite well prepared in terms of theoretical knowledge, but often lack presentation, stress management and teamwork skills [1]. Nowadays, also in companies, the individual form of further education is dominant while it is important to use the potential of team training and to pay more attention to the formation of learning teams,

as well as to a systematic approach to team education and training [2]. Failure to adopt a teamwork strategy is often considered as an important cause of failure in implementing change in organizations [3].

The role of the university is not only to theoretically prepare students for a certain field but also to develop students' personal and social skills that they will use in practice. It is important to develop physical and practical abilities, socioemotional and technical capabilities of students in accordance with the OECD intentions [4]. The development of socioemotional and interpersonal capabilities is undoubtedly aided by the implementation of teamwork in the training of students. A team can be characterized as a group of people working together who have common time-limited goals and are interdependent in achieving these goals [1]. The benefits of team functioning include pooling of knowledge of members who can do the job better and come up with more creative solutions, increased flexibility, elimination of individual mistakes. Team learns to compromise, increases self-esteem of individuals, reduces fears and stress, motivates, etc. [1] [5] [6]. Possible negatives of working in a team are poor communication and the possibility of conflict, suppression of individuality, having to adapt to a common goal, time-consuming, competitive individuals striving for self-assertion and, on the other hand, the inability to assert a good opinion by less combative team members, group laziness in a situation when they consider the assigned task as easy or unimportant, think that their own contribution is unimportant or others slack off the work [7] [8].

The expertise of the members is important for the success of the team, but also the structure of their personalities and the way they get along. In a successful team, everyone finds their role and accepts it [9]. According to Hackman [10], a team is effective when it 1) achieves the goals for which it was designed; 2) meets the needs of its members; and 3) is viable or sustainable over time. Team functioning is not effective when a task that does not require teamwork needs to be solved and when there is a great deal of uncertainty in the team [11]. The most successful teams are those that achieve a high level of maturity. Mature teams are those in which members interact regularly, coordinate resources, orient their behavior toward collective success, and in which members identify with the team [12]. A crucial condition for successful teamwork is the willingness and decision to work together in a team, which means seeing oneself as part of a larger whole—the team. It is important to teach students that we can only work together if we admit that we are not perfect, can listen to others and do not defend only our own opinions [13]. Team teaching gives students the opportunity to develop independent critical thinking, and learn to choose from offered alternative views, solutions. Plurality of opinions helps students understand that there is no absolute certainty and ultimate truth [14]. C. De Pablos Heredero et al. [3] relate the quality of teamwork to the quality of communication, specifically its characteristics such as accuracy, frequency of communication with each other, timeliness (timeless) and type of problem-solving communication.

Falls et al. [15] defined cooperative higher education which creates the basis of teamwork. They proposed five pillars necessary to build effective collaboration: 1. positive interdependence, 2. face-to-face promotive interaction, 3 individual accountability and personal responsibility, 4 frequent use of interpersonal and small group social skills, 5. frequent, regular group processing of current functioning. Fathi et al. [16], who addressed the effectiveness of teamwork training in a university setting, considered the following as determinants: financial resources, instructor qualifications, institutional support, time span of teamwork training, complexity

of instruction, teamwork assessment, curriculum design, course redesign, planning and implementation, and student workload.

Research findings related to directly implemented teamwork in the school and its aspects showed that students who worked in a team, as opposed to working individually, were significantly more likely to agree that the course achieved the stated learning objectives. This opinion was influenced by the factors of 1) student satisfaction with the teamwork experience; 2) instructor leadership related to teamwork; 3) the presence of slackers in the teams; and 4) team size. It was instructor guidance on how to work effectively in teams that significantly changed students' satisfaction [17]. The findings of Gero [18], who examined the attitudes of heterogeneous teams of students from different backgrounds in interdisciplinary lessons, also show that from the student' perspective, the positives of teamwork significantly outweighed the difficulties associated with teamwork, with the greatest benefit being that the interdisciplinary team contributed to filling knowledge gaps. Salim et al [19] reported that students valued the learning experience of working in a team because of the opportunity to discuss the materials and exercises and to realize the extent to which they understood the topics. On the contrary, unequal contributions and unfair grading, individual differences among students, inappropriate team formation, assignment, and instructional design led to negative teamwork experiences [20].

Teamwork is often associated with game-based learning, but also with project-based learning [21] [22]. Vodernichova [23], who applied play in higher education, concluded that simulation play in teams deepens knowledge and skills, increases creativity and confidence, as well as motivation and interest. Modern project-based learning, corresponding to the requirements of our times, must develop social, communication and other skills for the needs of the 21st century, and therefore requires students to work together on a project (team solution), not just solve projects individually [24]. The opportunity to work as a team with classmates is one of the fundamental principles of project-based learning [25] and one of the significant benefits that students perceive associated with project-based learning [26].

2   METHODOLOGY

Two years ago, a new course was designed and introduced at our faculty, which combines project solving and teamwork. The aim of our research was to find out how teamwork is perceived by the students who took it during the academic years 2021/2022 and 2022/2023, and to deduce measures to improve the teaching of this subject on this basis.

The following research questions were established:

1. What is the attitude of students towards teamwork in general?
2. What are the reasons for students' positive attitudes towards teamwork or its benefits?
3. What are the reasons for negative attitudes towards teamwork and/or perceived problems?
4. How do students evaluate teamwork in terms of selected aspects directly related to teamwork?
5. To what extent are they satisfied with teamwork in terms of aspects related to their personality and what importance do they attach to these aspects?

In relation to the objectives above, we tested the following hypotheses:

H1: We hypothesize that there are differences in the reasons for positive attitudes towards teamwork between the group with positive attitudes and the group with negative attitudes towards teamwork.

H2: We hypothesize that there are differences in the reasons for negative attitudes towards teamwork between the group with positive attitude and the group with negative attitude towards teamwork.

H3: We hypothesize that there are differences in the evaluation of the observed aspects of teamwork between the group with positive attitude and the group with negative attitude towards teamwork.

H4: We hypothesize that there is a difference in the level of satisfaction with the observed personal aspects of teamwork between the group with positive attitude and the group with negative attitude towards teamwork.

H5: We hypothesize that there is a difference in the level of importance of the observed personality aspects of teamwork between the group with a positive attitude and the group with a negative attitude towards teamwork.

2.1 Participants

148 respondents – students of the 2nd year of the bachelor's degree at the University of Economics in Bratislava, who took the course Project Management and Teamwork in the years 2021–2023, participated in the research. It was one of the optional courses, which students enrolled in at their own discretion. The sample consisted of 75 females and 73 males studying the finance programme with a mean age of 20.8 (SD = 0.80). Students were placed in positions in the teams according to their performance on the Belbin's Team Roles Test.

2.2 Instrumentation

The survey was conducted using a non-standardized questionnaire that we constructed for the purpose of this research based on the stated objectives. The questionnaire included closed-ended, multiple choice and scaled items.

The primary question, which was determinant for the division of respondents into groups with positive and negative attitudes towards teamwork, answered by the respondents and was a closed question: I like teamwork with yes/no response options. This was followed by 2 multiple-choice items aimed at finding out the reasons why they have a positive and negative attitude towards teamwork. Response options were compiled based on the literature reviewed and preliminary discussions with students. Respondents chose among them and they are presented in Tables 1 and 2. In the next items, respondents expressed on a scale of 1 to 6 (1 – completely disagree to 6 – completely agree) the extent to which they found teamwork interesting, difficult, motivating, popular, enjoyable, knowledge-enhancing, needed, beneficial, developing personal qualities such as responsibility, independence, etc., limiting, and unfair. We have deliberately chosen this scale so that the students' opinions would lean towards the positive or negative pole.

In the last part of the questionnaire, the respondents were asked to evaluate the following aspects based on their own experience of teamwork: their relationships in the team, their prestige in the team, the opportunity for personal growth,

the opportunity to make independent decisions, the opportunity to help others, appreciation for good results, the opportunity to think and act independently, their authority in the team. Again, the ratings were expressed on a scale of 1 to 6 (1 – completely disagree, 6 – completely agree). They evaluated each aspect from two perspectives: a) in terms of how satisfied they were with it and b) in terms of how important it was to them. We pursued these two perspectives on the grounds that attitude includes both emotional and cognitive aspects. Satisfaction primarily reflects the importance of the emotional and the cognitive side of attitude.

One-factor and multi-factor analysis of variance (ANOVA) was used for statistical analysis. The statistical significance of the differences between the views on teamwork among the group of respondents with positive and negative attitudes towards teamwork were examined.

3   RESULTS

Out of the 148 undergraduate students, 90.55% (134) said they had a generally positive attitude towards teamwork. Only 9.45% (14) of undergraduate students expressed a negative attitude.

The reasons for the positive attitude towards teamwork are shown in Table 1. The whole group of respondents particularly appreciates the fact that each team member contributed something different, the opportunity to work with classmates on common outcomes, finding more diverse solutions to problems, and the fun of the teaching process. The three reasons mentioned above were also in the top three ranks in the group with positive attitudes towards teamwork. The group of students with a negative attitude equally appreciated that everyone in the team contributed something different, that they learned to find and defend their point of view, and that they found several diverse solutions to the tasks.

Table 1. The reasons of positive attitude of students towards teamwork (%)

The Reasons of Positive Attitude of Students Towards Teamwork	Relation of All Participants (n = 148)	Relation of Participants Who Like Teamwork (n = 134)	Relation of Participants Who Do Not Like Teamwork (n = 14)	Difference (D)
I could easily get a good grade with the help of other classmates	19.60	19.40	21.43	−2.03
I could collaborate on common outcomes with my classmates	62.16	68.66	.00	68.66
I could apply my creativity	46.62	49.25	21.43	27.83
We found several different solutions to the tasks in the group	54.73	55.97	42.86	13.11
Each of us contributed something different	77.70	78.36	71.43	6.93
My passivity in the group disappeared	5.41	4.48	14.29	−9.81
I learned more by working with my classmates on the common outcomes	37.16	40.30	7.14	33.16
The teaching process was more fun	54.73	58.21	21.43	36.78
I learned to find and defend my own opinion	39.87	38.81	50.00	−11.19
Other	.68	.00	7.14	−7.14

Table 2 shows the reasons that cause students' negative attitude towards teamwork. In the whole sample of respondents and in the group with positive attitude towards teamwork, the reasons related to time aspect are in the first two places. Students do not like that the tasks took a lot of time and they could not organize their time as they would like. More than a quarter are bothered by working with someone irresponsible. In the group with a negative attitude, the reasons mentioned above related to time and the fact that they have to work with someone at all because they prefer to work alone were equally frequent. The last item also shows the largest percentage difference (almost 40%) between the groups, which is logical. More than 18% said that working with someone less capable was also a problem for them. More than 16% are bothered by having to adapt regarding solutions and ideas. The smallest difference between the groups was in the item "I was not satisfied with the final solution, but I had to accept it".

Table 2. The reasons of positive attitude of students towards teamwork (v %)

The Reasons of Positive Attitude of Students Towards Teamwork	Relation of All Participants (n = 148)	Relation of Participants Who Like Teamwork (n = 134)	Relation of Participants Who Do Not Like Teamwork (n = 14)	Difference (D)
I was working with someone irresponsible	25.68	25.37	28.57	−3.20
I worked with someone less capable	12.16	10.45	28.57	−18.12
I've worked with someone who doesn't "fit" me	10.81	11.19	7.14	4.05
Working on tasks took more time	43.92	44.03	42.86	1.17
I've had to work with someone at all because I prefer to work alone	7.43	2.99	42.86	−39.87
I couldn't organise my time and work as I would have liked, (I had to constantly adapt about time),	27.03	25.37	42.86	−17.48
I had to constantly adapt to solutions, ideas	6.76	5.22	21.43	−16.21
I was not satisfied with the final solution, but I had to accept it	14.86	14.93	14.29	0.64
Other	16.89	17.91	7.14	10.77

Statistical analysis showed that there was no statistically significant difference between the groups with positive and negative attitudes towards teamwork in their views on the reasons that cause positive attitudes (P-value = 0.16973435). The same can be stated regarding the reasons for negative attitude towards teamwork, where there is also no statistically significant difference between the groups (P-value = 0.19818121).

In Table 3, we report how undergraduate students evaluate teamwork in terms of selected aspects directly related to teamwork. Students perceive teamwork as interesting, beneficial, enjoyable, developing qualities such as responsibility and independence, extending knowledge, needed, motivating, and slightly less popular. Lower values were obtained in the last two cases, which was due to the fact that negative adjectives were used. However, if we reverse the result, we can conclude that they do not perceive teamwork as limiting and unfair.

Based on the statistical analysis, we can conclude that there is a statistically significant difference between the groups with positive and negative attitudes towards teamwork in the evaluation of all but two of the observed aspects. We did not find a statistically significant difference in the opinion that teamwork is challenging (P-value = 0.93752959) and unfair (P-value = 0.70749109).

Table 3. Evaluation of teamwork in terms of selected aspects (%)

Evaluation of Teamwork	Relation of All Participants (n = 148)		Relation of Participants Who Like Teamwork (n = 134)		Relation of Participants Who Do Not Like Teamwork (n = 14)		Difference (D)	Average Value***
	N*	Y**	N*	Y**	N*	Y**		
Interesting	13.51	86.49	8.21	91.79	64.29	35.71	−56.08	4.74
Challenging	48.65	51.35	49.25	50.75	42.86	57.14	6.39	3.67
Motivating	24.32	75.68	21.64	78.36	50.00	50.00	−28.36	4.30
Popular	37.16	62.84	32.09	67.91	85.71	14.29	−53.62	3.97
Enjoyable	20.95	79.05	17.91	82.09	50.00	50.00	−32.09	4.48
Extending knowledge	22.97	77.03	20.15	79.85	50.00	50.00	−29.85	4.46
Needed	22.30	77.70	19.40	80.60	50.00	50.00	−30.60	4.41
Beneficial	14.86	85.14	11.94	88.06	42.86	57.14	−30.92	4.66
Developing qualities such as responsibility, independence	20.27	79.73	17.16	82.84	50.00	50.00	−32.84	4.53
Limiting	68.92	31.08	70.90	29.10	50.00	50.00	20.90	2.89
Unfair	82.43	17.57	82.09	17.91	85.71	14.29	−3.62	2.31

Notes: *Participants who evaluate negatively (scale 1 – 3). **Participants who evaluate positively (scale 4 – 6). ***Scale from 1 to 6 (6 – maximum).

The extent to which students are satisfied with the selected aspects related to their personality and the extent to which these aspects are important to them is shown in Table 4. Across the whole sample of respondents, the highest satisfaction was with group relationships and appreciation for good results achieved. In third place was the opportunity to help others. Prestige in the team was also ranked above 80% of all students, but only 60% of them considered it important, and authority in the team was also ranked lower, with only 66% considering it important. Satisfaction was lowest with the opportunity to make decisions independently.

A statistically significant difference emerged in four cases. Students with positive attitudes toward teamwork found relationships within the team significantly more important (P-value = 0.00017829), were significantly more satisfied with the opportunity to help others (P-value = 0.00261011), and also placed significantly more

importance on the opportunity to help others than students with negative attitudes (P-value = 0.00023638). These students are also significantly more satisfied with appreciation for good results achieved (P-value = 0.04834551).

Table 4. Evaluation of satisfaction and importance of selected personality aspects (%)

Evaluation of Satisfaction and Importance of Selected Personality Aspects		Relation of All Participants (n = 148)		Average Value***	Relation of Participants Who Like Teamwork (n = 134)		Relation of Participants Who Do Not Like Teamwork (n = 14)		D
		N*	Y**		N*	Y**	N*	Y**	
Relationships in team	satisfaction	10.14	89.86	5.22	8.96	91.04	21.43	78.57	−12.47
	importance	12.16	87.84	4.93	9.70	90.30	35.71	64.29	−26.01
Prestige in team	satisfaction	18.92	81.08	4.74	19.40	80.60	14.29	85.71	5.11
	importance	39.86	60.14	3.86	39.55	60.45	42.86	57.14	−3.31
Possibility of personal growth	satisfaction	22.30	77.70	4.47	21.64	78.36	28.57	71.43	−6.93
	importance	23.65	76.35	4.53	22.39	77.61	35.71	64.29	−13.32
Possibility of independent decision-making	satisfaction	26.35	73.65	4.32	25.37	74.63	35.71	64.29	−10.34
	importance	27.70	72.30	4.30	29.10	70.90	14.29	85.71	14.81
The opportunity to help others	satisfaction	12.84	87.16	4.87	10.45	89.55	35.71	64.29	−25.26
	importance	22.30	77.70	4.50	19.40	80.60	50.00	50.00	−30.60
Appreciation for good results achieved	satisfaction	10.14	89.86	5.05	8.96	91.04	21.43	78.57	−12.47
	importance	18.24	81.76	4.70	17.16	82.84	28.57	71.43	−11.41
The possibility of independent thinking and action	satisfaction	25.00	75.00	4.40	23.88	76.12	35.71	64.29	−11.83
	importance	21.62	78.38	4.39	23.13	76.87	7.14	92.86	15.99
Authority in team	satisfaction	18.24	81.76	4.68	19.40	80.60	7.14	92.86	12.26
	importance	33.78	66.22	4.18	32.84	67.16	42.86	57.14	−10.02

Notes: *Participants who evaluate negatively (scale 1 – 3). **Participants who evaluate positively (scale 4 – 6). ***Scale from 1 to 6 (6 – maximum).

4   DISCUSSION AND CONCLUSION

The majority of students in our research sample declared a positive attitude towards teamwork as it was implemented in the Project Management and Teamwork course. This we consider to be a very good result and a solid basis for the use of teamwork in university courses. Although there is a low percentage of students with negative attitude towards teamwork in our research sample, we should try to manage teamwork to change their attitude in a positive direction.

The reasons for the positive attitude towards teamwork were the fact that each team member contributed something different, the opportunity to collaborate with classmates on common outcomes, finding more and different solutions to tasks, and the fun of the learning process. The three reasons mentioned above were in the top three ranks for the whole group and for the group with positive attitudes towards teamwork. The group of students with a negative attitude equally appreciated that

everyone in the team contributed something different, that they learned to find and defend their opinions, and that they found multiple and varied solutions to the tasks. A comparison of the groups shows a difference in the item "I could collaborate on common outcomes with my classmates", which was not marked by anyone in the group with a negative attitude. This finding confirms the truthfulness of the answer to the primary question exploring the attitude towards teamwork. Students with negtive attitudes also much less value the fun of the class and do not perceive that they learn more when working together on common outcomes than those with positive attitudes. There is also a nearly 28% difference between the groups in the opportunity to apply their creativity, with several authors suggesting that greater flexibility and more creative solutions overall is one of the characteristics of a well-functioning team [1] [6]. Students with a negative attitude towards teamwork rate higher that they learned to find and defend their opinion, that their passivity in the group disappeared and they could easily get a good grade with the help of their classmates. These three reasons imply a focus of students with negative attitudes towards teamwork more on themselves and their advantages, which is directly opposed to the intrinsic setup or attitude to teamwork. The crucial condition for successful teamwork is primarily the willingness and decision to work together in a team, which means to perceive oneself as part of a larger whole—of the team [13]. This group of students identified the fact that their passivity disappeared and they got a better grade thanks to their classmates as a positive reason influencing their attitude towards teamwork. Hence, the challenge for teachers implementing the course is to make sure that the passivity of no one in the group disappeared and that no one gets a good grade for the work and performance of others. This is a well-known problem that is also addressed in the context of student assessment in project-based learning. One of the ways to address the problem of passivity and disinterest of some students in the classroom is precisely the application of teaching forms and methods that are aimed at motivating and activating students, which certainly includes teamwork [13]. From the perspective of students with a positive attitude towards teamwork, this may be a factor that makes them dislike teamwork. Therefore, it should be consistently insisted that everyone must be involved in teamwork. We hypothesize that the group with a negative attitude is more likely to be introverts, who generally prefer to work alone and cannot be assertive to the same degree as those with a positive attitude. It is therefore necessary to provide them with more space to express their thoughts and ideas. We therefore see the fact that they have learned to find and express their opinions as a plus point of teamwork for this group. However, there is still a challenge for the team leader to create more space for them to apply their creativity, which they are much more dissatisfied with than the group with a positive attitude towards teamwork. However, despite some differences between the groups compared, there was no statistically significant difference of opinion on the reasons that cause positive attitudes towards teamwork, so we conclude that **H1 was not confirmed.**

Regarding the negatives of teamwork, students identified those known from the literature, such as the time-consuming nature of teamwork and the need to adapt [7], [8], but in our sample, working with someone irresponsible or less capable also occurred. In this context, it is important for team leaders to appeal to students not to underestimate any of their classmates and not to point out their negative characteristics. To make them aware that everyone has certain skills and qualities that can contribute to the effectiveness of the team, the team leader should highlight something about each student in the team that is related to his/her role to show his/her contribution. Positive is that students from both groups have no problem accepting the final solution and

understand the essence of the democratic approach. Although we observed some differences regarding the reasons for negative attitudes towards teamwork, there was no statistically significant difference between the groups and **H2 was not confirmed.**

In H3, we hypothesized that there are differences in the ratings of the observed aspects of teamwork between the group with positive attitudes and the group with negative attitudes towards teamwork. We found that in the whole sample of respondents, teamwork was positively evaluated in terms of interestingness, usefulness (as beneficial), fairness, necessity, its impact on the development of personal qualities such as independence and responsibility, and the area of knowledge. Just below the threshold of 4, which already corresponds to a positive attitude, were also popularity and difficulty (challenging). There was a statistically significant difference between the groups with positive and negative attitudes towards teamwork in the evaluation of all but two of the aspects studied, namely, difficulty (as challenging) and unfairness, and we therefore conclude that **H3 was partially confirmed.** Although there is often controversy about the fairness of the evaluation of students in teamwork and project solving, we conclude from the results that the evaluation as it was set up was correct. It included the assessment of individual outputs as well as collaborative team outputs and involved the teacher, team leaders and other team members commenting on the assessment. The difficulty of the course and the project was also set appropriately, as it was considered challenging/unchallenging by about half of the students.

Searching the level of satisfaction and the importance of those aspects of teamwork that are related to the personal characteristics of students working in teams showed that students with positive attitudes towards teamwork are significantly more satisfied with the opportunity to help others and with the relationships within the group. These aspects are also significantly more important to them than to students with negative attitudes. They are also significantly more satisfied and appreciation for good results achieved is more important to them. Based on these findings, we conclude that **H4 and H5 were only partially confirmed** because out of the 8 aspects studied, there was a difference in satisfaction in only three and importance in only one aspect. It shows that students with a positive attitude towards teamwork are generally more oriented towards relationships and feedback from other people. Although not significantly, the results suggest that students with negative attitudes towards teamwork are more satisfied with their authority and prestige in the team, but they are less important to them than to students who like teamwork. Almost 12% fewer students with negative attitudes are satisfied with possibility think and act independently, but it is more important to them. This again confirms that these students prefer their individuality to working in a team.

In terms of satisfaction and importance evaluation, future work needs to focus particularly on those aspects of teamwork where there was the greatest difference in satisfaction and importance evaluation, namely where there is low satisfaction with the aspect they consider important. These are the possibility to think and act independently and the possibility to make independent decisions in a group with a negative attitude. Since we are concerned with building team spirit, the solution lies in explaining and pointing out the benefits of a certain subordination to others. We find it useful to point out what they themselves have mentioned as a benefit of teamwork, and that is the fact that they have learned to find and defend their opinion through teamwork.

Based on the results so far, we can conclude that the development of students' teamwork at our university within the subject Project Management and Teamwork is going in the right direction. The development of teamwork in PBL creates learning

processes where students are immersed in a collaborative experience that develops personal skills, enhances leadership, negotiation, creativity and brings students closer to the real world of project management [27].

The success of an educational process focused on teamwork requires that both teachers and students take an active role and responsibility. In the case of the teacher for leadership, in the case of the student for their own learning. On the part of the students, it is active participation, sharing information, knowledge, experience, ideas, completing assignments and meeting deadlines, maintaining cooperative relationships, willingness to help, making decisions together, fostering team spirit and cohesiveness. Leadership involves providing direction and motivation to others to meet project objectives; creativity and the ability to think and act in original and imaginative ways, using individual and collective ideas to find common benefits in the project; negotiation as a means by which people can resolve their disagreements and maintain good relationships within the project team [27]. The recommendations and the activities mentioned in relation to the role of the team leader and the teacher, will be tried to be implemented to take the development of students' teamwork to an even higher qualitative level. It is the instructor's guidance on how to work effectively in teams that can make a significant difference in student satisfaction [17].

Due to the limited research sample, we cannot generalize the results. In the future, it will be necessary to expand the research sample and compare the results obtained on the sample of economics students with the results obtained by students from other disciplines. Our research method for detecting attitudes was a questionnaire; however, another method for detecting attitudes, e.g. the semantic differential method, could also be considered. Supplementing these with whole-team discussion or observation could also be useful. In next academic years, we plan to explore students' attitudes towards teamwork in more detail with respect to the different team roles according to Belbin, the use of which we have found to be successful.

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6   AUTHORS

Zuzana Chmelárová is an assistant professor at the Department of Pedagogy at the Faculty of National Economy, University of Economics in Bratislava. She is involved in the teaching of psychological subjects for students of Complementary Pedagogical Studies and students of other study programs. She has participated in the solution of 19 research projects. She is the author of 3 scientific monographs, author and co-author of 3 university textbooks and more than 60 scientific articles published in scientific journals including scientific articles indexed in the Web of Science and Scopus databases. Contact: Department of Pedagogy, Faculty of National Economy, University of Economics in Bratislava, Dolnozemská cesta 1, 852 34 Bratislava, Slovak Republic.

Ladislav Pasiar is an assistant professor at Department of Pedagogy, Faculty of National Economy, University of Economics in Bratislava. His research interests include didactics, project management in teamwork, the use of technology in education and presentation skills. He is involved in the teaching of professional development courses of university teachers. He has participated in the solution of nine research projects. He is the author of three scientific monographs, author and co-author of six university textbooks and more than forty scientific articles published in scientific journals. Contact: Department of Pedagogy, Faculty of National Economy, University of Economics in Bratislava, Dolnozemská cesta 1, 852 34 Bratislava, Slovak Republic (email: ladislav.pasiar@euba.sk).