

Teamwork in business students: Attitude is the key

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Abstract

Introduction: Currently, teamwork is considered a key factor for achieving organizational results, and therefore it is recognized as a fundamental skill in the education of university students of the business field. **Objective:** To analyze the propensity and attitude towards teamwork in business students from a Chilean university. **Method:** The study with a quantitative approach, non-experimental design and descriptive-transversal type, used the survey (n=215) as a data collection technique, whose questionnaire was based on the work of Mendo-Lázaro et al. (2017) for the measurement of attitudes towards teamwork (CACTE). The collected data were examined using a descriptive, inferential and multivariate statistical analysis (binary logistic regression). **Results:** It was found that the students prefer to work collectively; and that academic and socio-affective attitudes have a significant impact on their predilection. Therefore, it is concluded that in order to improve the intention to work in a team, it is essential to attend to the student's attitudinal component.

Keywords: teamwork; academic attitude; socio-affective attitude; higher education; management

Trabajo en equipo en estudiantes de administración: La clave está en la actitud

Resumen

Introducción: En la actualidad, el trabajo en equipo es considerado un factor clave para el logro de los resultados organizacionales y, por tanto, reconocido como una competencia fundamental en la formación del alumnado universitario del ámbito de los negocios. **Objetivo:** Analizar la propensión y actitud hacia el trabajo en equipo en estudiantes de administración de una universidad chilena. **Método:** El estudio de enfoque cuantitativo, diseño no experimental y tipo descriptivo-transversal, utilizó como técnica de recolección de datos la encuesta (n=215) cuyo cuestionario se basó en el trabajo de Mendo-Lázaro et al. (2017) para la medición de las actitudes hacia el trabajo en equipo (CACTE). Los datos recopilados fueron examinados mediante un análisis estadístico descriptivo, inferencial y multivariante (regresión logística binaria). **Resultados:** Se halló que el alumnado prefiere trabajar de modo colectivo; y que las actitudes académicas y socioafectivas inciden significativamente en su predilección. Por consiguiente, se concluye que para mejorar la intención de trabajar en equipo resulta esencial atender el componente actitudinal discente.

Palabras clave: trabajo en equipo; actitud académica; actitud socioafectiva; educación superior; administración

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Introduction

There is consensus today in higher education in terms of assuming that the comprehensive training of students requires them to develop a set of cross-cutting or generic skills, together with the specific competencies needed to perform in the technical-professional field. These competencies are characterized by the fact that they do not depend on a particular thematic or disciplinary field but arise in all domains of professional and academic performance and are considered fundamental to achieving successful work performance (De Prada et al., 2022; González & Wagenaar, 2003; Sandoval & Ormazábal, 2021).

In this context, teamwork is positioned as one of the most outstanding generic skills in the literature (Boelt et al., 2022), a key factor for the personal, academic, and professional development of students, especially in the area of business administration (Aliaga & Talledo, 2021; De Prada et al., 2022). It is argued that when working in a team, the skills of its members are unified, the collective effort is enhanced, the time invested in tasks is reduced, and the efficiency of the results is improved (Cervantes et al., 2020). Similarly, it is stated that it is a skill that enables students to internalize basic attitudes such as transparency, constancy, commitment, and respect (Herrera et al., 2017) and that it is associated with the development and strengthening of other skills (Sánchez & Ñañez, 2022).

Teamwork has also been recognized by different authors as an essential tool for the successful development of the teaching activity, which, together with the acquisition of knowledge, seeks to improve students' skills (Pegalajar & Colmenero, 2013). Hence, there is a growing interest in promoting this type of competence within the training process of students in higher education institutions, especially in universities (Martín-Hernández et al., 2022; Soria-Barreto & Cleveland-Slimming, 2020).

In Chile, likewise, teamwork has been the subject of constant study in the field of higher education (Delgado et al., 2017; Herrera et al., 2017; Soria-Barreto & Cleveland-Slimming, 2020) due to its acceptance as a crucial competence for

the formative and labor development of society (Araneda et al., 2017; Ministry of Education of Chile, 2019). For example, recent research on teamwork in engineering students in Chile revealed that its application enhances communication practices, active listening, responsibility, and leadership among its members and that it can be boosted through the use of relevant pedagogical strategies (Herrera et al., 2017; Soria-Barreto & Cleveland-Slimming, 2020).

Concerning the above and recognizing the challenge of working effectively with other people, the article aimed to analyze the propensity and attitude towards teamwork of management students at a Chilean university. It is important to highlight that a favorable attitude towards this competence is essential as it is one of the mechanisms involved in the positive academic and social outcomes of a team (Mendo-Lázaro et al., 2017; Rudawska, 2017). Therefore, it is expected that the research findings constitute an empirical approach to advance in the development of a transcendental competence for the personal and professional progress of students based on the improvement of their attitudes.

The article is composed of four sections following this introduction. It begins with a review of the literature on the attitude towards teamwork in university students. It continues with a description of the study methodology. Then, it presents the findings and their discussion. It ends with a synthesis of the main conclusions of the research.

Theoretical Background

Teamwork

The study of teamwork in university students is prolific (Martín-Hernández et al., 2022; Moghaddam et al., 2020; Ruiz-Campo et al., 2022; Sánchez & Ñañez, 2022; Soria-Barreto & Cleveland-Slimming, 2020). The attention to its research is explained by being appreciated as one of the essential competencies for the achievement of organizational results and adequate development in the increasingly globalized, dynamic, and complex modern world (Bañeres & Conesa, 2017;

[De Prada et al., 2022](#); [Paravic & Lagos, 2021](#); [Rangel-Carreño et al., 2018](#)).

However, developing teamwork competency requires the integration of a set of knowledge that is acquired over time. It is not enough just to know its concept, like any competence, it is a dynamic combination of acquired resources that include different kinds of knowledge, such as knowing, knowing how to do, knowing how to be ([Echeverría, 2002](#); [París et al., 2016](#)). Hence, the interest of the academic and business world in examining its notion, its conditioning elements, and its link with other relevant factors ([Hernández & Lora, 2019](#); [Karlsen et al., 2022](#); [Konak & Kulturel-Konak, 2019](#); [Pazos et al., 2022](#)).

Regarding students' preferences for teamwork, it is interesting to note that the literature review shows dissimilar results because although it is perceived as useful for learning ([Ruiz-Campo et al., 2022](#)), its choice would be conditioned by the purpose sought and/or the perceived complexity of its implementation. For example, [Ruiz and Adams \(2004\)](#), in their study on individual efficacy and attitudes towards teamwork, showed that when students want to achieve good performance, they prefer individual work, but when they want to improve interpersonal skills, they prefer group work. Likewise, [Haidet et al. \(2014\)](#), in their meta-analysis on team-based learning, concluded that the use of the technique makes a positive contribution for students in areas such as knowledge acquisition, participation, commitment, and academic performance but that it also requires a special effort for its implementation (both for professors and students), especially in situations of complex or uncertain application, such as large groups or groups with sociocultural differences.

Attitude Toward Teamwork

Research on attitudes towards teamwork is largely developed within the pedagogical and educational fields of study ([Beigi & Shirmohammadi, 2012](#)). These attitudes can be defined as a general preference (favorable or unfavorable) for teamwork. According to [Fishbein and Ajzen \(2010\)](#), individuals' attitudes guide their future behavior, so a favorable attitude

towards collective work will positively affect the preference for this work modality.

Within the components of attitude towards teamwork, multiple factors stand out, such as cognitive (personal knowledge about teamwork), emotional (feelings that a person associates with teamwork), and behavioral (preference for working collectively versus individually) ([Breckler, 1984](#); [Rudawska, 2017](#)), in addition to multiple determinants of their assent such as the class duration, the evaluation system, the complexity of the tasks, the commitment and communication of its members, the definition of roles and goals, the work environment, among others ([Beigi & Shirmohammadi, 2012](#); [Ekimova & Kokurin, 2015](#); [Hall & Buzwell, 2013](#); [Pfaff & Huddleston, 2003](#); [Rudawska, 2017](#)).

In this sense, it is important to emphasize the crucial influence of the psychosocial aspects of the university environment on the academic and personal development of students. These factors, which range from the quality of interpersonal relationships to the available social support, act as conditioning factors that shape student attitude, motivation and adaptation to the educational context ([Albalá & Maldonado, 2018](#); [de Besa Gutiérrez et al., 2019](#); [González et al., 2021](#); [Nor & Smith, 2019](#)), being essential elements to foster a favorable disposition towards academic achievement and student well-being ([Ahmad et al., 2022](#)).

Moreover, the study of the incidence of the traits of the learner profile on the propensity and attitude towards teamwork is scarce and reveals, above all, inconclusive results or results that approach the phenomenon from a perspective of gender roles in work teams ([Abdul Karim et al., 2012](#); [Beddoes & Panther, 2018](#); [Beigi & Shirmohammadi, 2012](#); [Celen et al., 2014](#); [De Paola et al., 2018](#); [Martinez-Fernandez et al., 2011](#); [Ricchiardi & Emanuel, 2018](#); [Tucker & Abbasi, 2016](#)). In this context, [Beigpourian and Ohland \(2019\)](#) conducted a systematic review of the literature on gender in teamwork, in which they found some characteristics that differentiate women from their male counterparts, such as their higher motivation to lead teams and preference for solving real problems.

On the other hand, there is evidence confirming

that students' group work experience has the potential to influence future preference for teamwork (Bacon et al., 1999; Fransén et al., 2013; Ruiz & Adams, 2004). That is, a positive experience in teamwork will favor a better attitude towards collective work in the future.

Finally, it is important to mention that there is recent research that reveals the existence of a favorable attitude of students towards teamwork (González et al., 2018; Herrera et al., 2017) and that confirms a positive and significant relationship between this competence with other performance variables such as performance and quality (Hernández & Lora, 2019; Pazos et al., 2022). In addition, several studies analyze the incidence and impact of several factors or teaching strategies on this work modality, which act as driving and inhibiting agents for its development (Connaughton et al., 2019; Karlsen et al., 2022; Konak et al., 2019; Konak & Kulturel-Konak, 2019; Rudawska, 2017).

Concerning the measurement of attitude towards teamwork, the instruments that stand out are those that prioritize the view of attitude as a latent construct, which can be inferred from the opinion or behavior of individuals (Akyüz et al., 2021; Hall-Lord et al., 2021; Konak et al., 2019; Shokrvash et al., 2019). Among these, the questionnaire used by Mendo-Lázaro et al. (2017), known as CACTE (Questionnaire on Attitudes toward Learning Teams), stands out, which establishes the existence of two dimensions (academic and socio-affective) that form the attitude towards learning teams and influence the assessment of teamwork (positive or favorable and negative or unfavorable). The academic dimension refers to the actions, beliefs, and valuation of teamwork in terms of expectations about the outcome of their individual learning and success. The socio-affective dimension is related to their valuation of the interaction when working with others.

Based on the above, the following study hypotheses were proposed:

- H1: There is a favorable disposition of students towards teamwork.
- H2: A positive academic attitude towards teamwork strengthens the students' willingness to work collectively.

- H3: A positive socio-affective attitude towards teamwork strengthens the students' willingness to work collectively.
- H4: The student's profile (gender, age, type of school, and who they live with) significantly influences the students' predisposition to work collectively.
- H5: Prior positive experiences with teamwork strengthen the students' predisposition to work collectively.

Method

Design

The research, with a quantitative approach, non-experimental design, and descriptive-cross-sectional type, examined the propensity and attitude towards teamwork in management students according to attitudinal factors (academic and socio-affective), student profile, and prior experience in group work.

Participants

The study population was the students of the business administration and commercial engineering programs of the Universidad de La Serena (ULS), Coquimbo Region (Chile), programs that declare the ability to work in a team as a desirable aptitude for their graduates.

The sample size ($n = 215$) was calculated on a universe of 485 students with the following computational parameters: margin of error of 5%, heterogeneity of 50%, and significance level of 5%. The participants were selected through simple random probability sampling after requesting the student database from the respective schools.

Instruments

Data were collected through a (written) survey applied during August and September 2022. The instrument was based on the questionnaire developed by Mendo-Lázaro et al. (2017) called CACTE (Questionnaire on Attitudes toward Learning Teams). This form consists of twelve questions (measured with a 5-point Likert Scale) that evaluate the academic attitudes and socio-affective attitudes of the student body towards

teamwork (preference for working alone or in a team). It is worth mentioning that the calculation of the scale's reliability measures (Cronbach's alpha) confirmed its reliability both at the global ($\alpha = .77$) and dimensional levels: academic attitudes ($\alpha = .67$) and socio-affective attitudes ($\alpha = .69$).

In addition, the questionnaire included a section with questions on the characterization of the participants (gender, age, school of origin, and who they live with) and their perception of teamwork (prior experience and preference).

Procedures

The students were informed of the purpose and scope of the research, as well as its confidential, anonymous, and voluntary nature (informed consent). The questionnaire was applied in person, during class sessions, and in sessions coordinated with the corresponding professors and courses, with an average time of approximately 15 minutes. At the beginning of each session, the instructions for filling out the instrument were explained, and the doubts and questions were answered. It is important to mention that the questionnaires were administered collectively, strictly following the established instructions.

Data Analysis

The data collected were examined by descriptive statistical analysis (central tendency and dispersion), calculation of measures of association for categorical variables (chi-square test of independence) and scalar variables (Spearman's correlation coefficient), and tests for the contrast of means (T-test and ANOVA). Also, a binary logistic regression analysis was performed to predict the propensity to work in a team according to characterization variables (sex, age, school of origin, and who they live with), experience in group work (positive or not), and student attitude (academic and socio-affective). The equation used in the regression model was as follows:

$$P = \frac{1}{1 + e^{-(\beta_0 + \sum_{i=1}^n \beta_i X_i)}} \quad (1)$$

In the formula, the dependent variable (P) indicates the probability of choosing teamwork. In contrast, the explanatory variables (Xi) are constituted by sociodemographic and attitudinal aspects of the respondents that were dichotomized (0=absence and 1=presence of the variable of interest).

The dichotomous variables (presence) used in the regression model (dependent and independent) were: (1) propensity for teamwork, (2) male sex, (3) age 20 years or older, (4) private school, (5) lives in company, (6) favorable academic attitude and (7) favorable socio-affective attitude.

Results

Characterization of Participants

Table 1 shows that the largest proportion of students are male (56%), aged under 22 years (62%), living with relatives (78%) and coming from subsidized schools (51%).

The chi-square association tests and the calculation of Cramer's V coefficient (Lee, 2016) performed on the characteristics of the student body found only a significant relationship (χ^2 (6, N=215) = 13.73, $p=.03$) with a moderate effect (Cramer's V= .216, $p<.01$) between the school of origin and who they live with. Thus, those who come from private schools live with relatives (89%) in greater proportion than those who come from municipal (68%) or subsidized schools (82%).

Attitude Toward Teamwork

The results of the analysis of the attitude towards teamwork show, in terms of the academic dimension, that students consider this competence as important and useful for their professional training (89%) and that it positively affects the quality of the work (63%) and their motivation for the topics covered (62%). However, the perception of the effectiveness of learning achieved through collective work (28%) and of its contribution to academic performance (56%) was relatively lower. Moreover, the findings showed that students value the effectiveness of group and individual learning equally (28%), so it was not possible to assert that an improvement in grades is associated with greater learning, χ^2 (4, N=215) = 2.15, $p=.71$.

Table 1
Characterization of Participants (n = 215)

Variable	Segment	Frequency	Percentage
Sex	Male	120	55.8
	Female	95	44.2
Age	Less than 20 years old	68	31.6
	Between 20 and 21 years old	66	30.7
	Between 22 and 23 years old	59	27.4
	More than 23 years	22	10.2
School of origin	Private	27	12.6
	Subsidized	110	51.2
	Municipal	78	36.3
Whom they live with	Family members	167	77.7
	Friends	15	7.0
	Alone	18	8.4
	Another	15	7.0

Table 2
Attitude Towards Teamwork, in percentage (n = 215)

Affirmation	Low	Medium	High
<i>Academic attitudes</i>			
Q1. Working in a team increases my motivation for the topics covered	9.8	28.4	61.9
Q2. The quality of work improves when it is done as a team	10.7	26.0	63.3
Q3. My grades improve when I work in a team	11.6	32.1	56.3
Q4. Teamwork is important for my training	2.3	8.4	89.3
Q5. Teamwork seems to me a waste of time.	88.8	7.4	3.7
Q6. I learn more working alone than in a team	27.4	44.7	27.9
<i>Socio-affective attitudes</i>			
Q7. I feel useful and appreciated by my teammates	5.1	18.1	76.7
Q8. I feel comfortable working with my colleagues	5.1	10.2	84.7
Q9. Teamwork favors interpersonal relationships	1.9	6.5	91.6
Q10. I trust my coworkers to do their part of the job	18.6	23.3	58.1
Q11. Teamwork helps me to get to know my colleagues better	1.9	7.4	90.7
Q12. Consensus among members helps to make better decisions	1.9	7.0	91.2

Note: Low=Strongly disagree and disagree; Medium=Indifferent and High=Agree or Strongly agree.

On the other hand, for the socio-affective dimension, it is noteworthy that students perceive that teamwork favors interpersonal relationships (92%), contributes to improving decision-making (91%), and contributes to know their peers better (91%). In addition, it is revealed that approximately 1 out of 5 students have some distrust that the team members will fulfill their part of the job (19%).

The comparative analysis of the attitude scales reveals statistically significant differences using the T-test for dependent samples, $t(214) = 10.34, p < .001$. The socio-affective dimension presents higher and more homogeneous scores ($M = 4.1; S.D. = 0.51$) than the academic dimension ($M = 3.7; S.D. = 0.54$). In addition, the computation of Spearman's correlation coefficient indicates that there is a positive, moderate ($.4 < r_s < .6$) and significant association between both dimensions ($r_s = .43; p < .001$).

Experience and Propensity Toward Teamwork

Figure 1 shows that most students have had positive experiences working in groups (75%) and express indifference to working collectively or individually (51%).

It is important to mention that an association analysis (chi-square test of independence and Cramer's V coefficient) was carried out between the preferred work mode (team, individual, or both) and the student profile (sex, age, school of origin and who they live with), which showed statistical significance between the work mode and the attributes: Who they live with, $\chi^2(6, N=215)$

$= 20.09, p < .01$; and previous teamwork experience, $\chi^2(6, N=215) = 17.93, p < .01$.

In addition, it is noted that the associations mentioned were moderate and significant: work mode and Who they live with (Cramer's $V = .216, p < .01$), and work mode and previous teamwork experience (Cramer's $V = .204, p < .01$). Thus, as illustrated in Figure 2 (a), it can be observed that those who live alone are more willing to work individually (50%) than those who live with others (36%). As shown in Figure 2 (b), it is confirmed that the propensity to work in a team is higher when the prior experience was positive (42%) than when it was not (20%).

Finally, it is interesting to note that the contrast of means (ANOVA test) between the students' experience in group work and the items of the attitudinal constructs (academic and socio-affective) revealed positive and significant differences in 11 of the 12 items evaluated (Table 3). These results confirm that the more satisfactory the students' collective work experience is, the greater their willingness to work as a team. Furthermore, examination of the η^2 coefficients reveals a substantial (large) relationship in questions 1 ($\eta^2 = .228, p < .001$), 8 ($\eta^2 = .324, p < .001$), and 10 ($\eta^2 = .219, p < .001$); a moderate effect in questions 2 ($\eta^2 = .126, p < .001$), 3 ($\eta^2 = .088, p < .001$), 5 ($\eta^2 = .090, p < .001$), 7 ($\eta^2 = .098, p < .001$) and 9 ($\eta^2 = .064, p = .003$); and a small effect for questions 4 ($\eta^2 = .038, p < .043$), 6 ($\eta^2 = .043, p = .024$), 11 ($\eta^2 = .037, p = .046$) and 12 ($\eta^2 = .020, p = .242$). This reinforces the relevance of feeling comfortable with the work group, the perceived motivation to work collectively, and the trust among team members.

Figure 1
Experience and Preferred Mode of Work (n = 215)

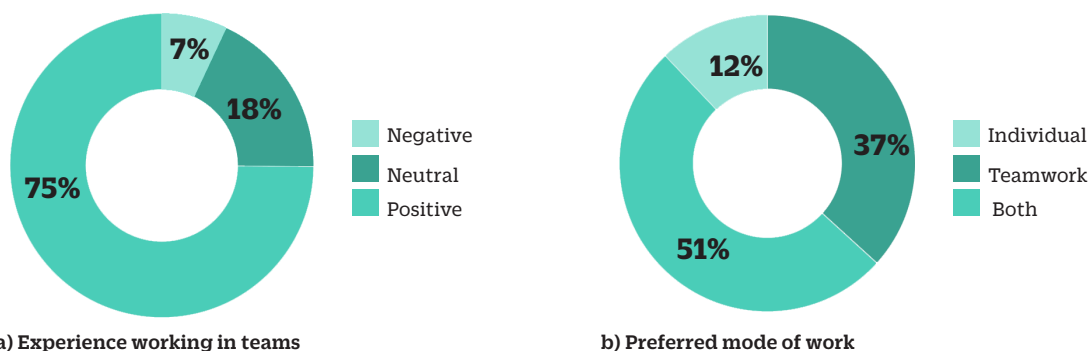
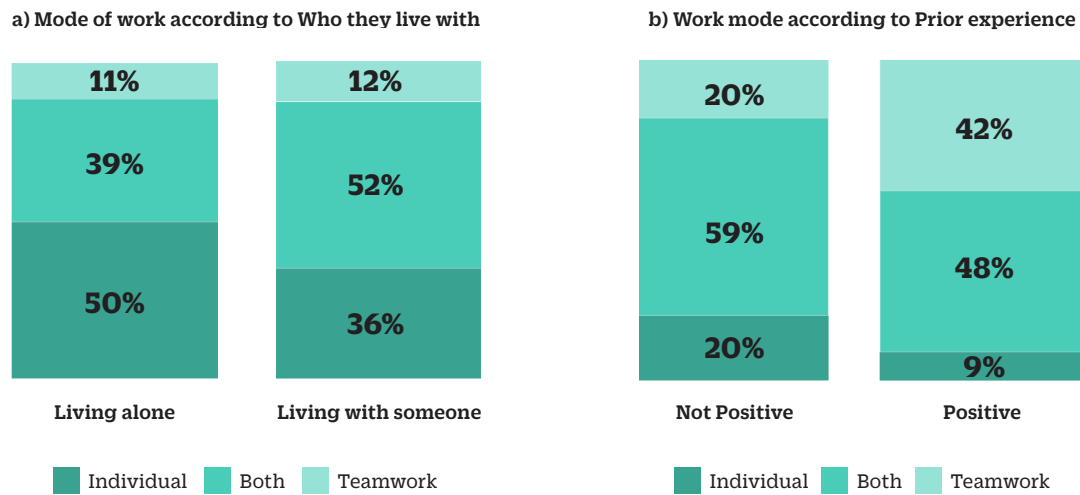


Figure 2
Preferred Mode of Work According to Who they live with and Type of Experience (n=215)



Source: Own elaboration.

Table 3
ANOVA Test for Attitudinal Constructs Items According to the Type of Teamwork Experience

Type of Experience	Questionnaire questions											
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Negative	2.7	2.7	2.7	4.1	2.5	3.6	3.2	2.8	4.0	2.1	4.2	4.3
CI (95%)	2.1-3.2	2-3.3	2-3.4	3.7-4.6	1.8-3.1	3-4.2	2.6-3.8	2.2-3.4	3.5-4.5	1.6-2.7	3.8-4.6	3.9-4.8
Regular	3.2	3.5	3.3	4.1	1.8	3.3	3.8	3.6	4.2	2.9	4.2	4.3
CI (95%)	2.9-3.5	3.2-3.7	3-3.6	3.8-4.4	1.6-2	2.9-3.7	3.5-4.1	3.4-3.9	3.9-4.4	2.6-3.3	3.9-4.5	4-4.5
Positive	3.8	3.7	3.6	4.4	1.7	2.9	4.0	4.2	4.4	3.7	4.4	4.4
CI (95%)	3.6-3.9	3.6-3.8	3.5-3.8	4.3-4.5	1.6-1.8	2.8-3.1	3.9-4.2	4.1-4.3	4.3-4.6	3.6-3.9	4.3-4.5	4.3-4.5
Very positive	4.4	4.1	3.9	4.6	1.3	2.9	4.4	4.6	4.7	4.0	4.7	4.7
CI (95%)	4.2-4.7	3.7-4.5	3.4-4.4	4.3-4.9	1.1-1.5	2.5-3.4	4-4.8	4.3-4.8	4.5-4.9	3.5-4.5	4.4-4.9	4.4-4.9
Total average	3.7	3.6	3.6	4.4	1.7	3.1	4.0	4.0	4.4	3.5	4.4	4.4
CI (95%)	3.6-3.8	3.5-3.8	3.4-3.7	4.3-4.5	1.6-1.8	2.9-3.2	3.9-4.1	3.9-4.1	4.3-4.5	3.4-3.7	4.3-4.5	4.3-4.5
Statistic F	20.8	10.2	6.8	2.8	6.9	3.2	7.6	33.7	4.8	19.8	2.7	1.4
Probability	.000**	.000**	.000**	.043*	.000**	.024*	.000**	.000**	.003*	.000**	.046*	.242
Eta Squared (η^2)	.228	.126	.088	.038	.090	.043	.098	.324	.064	.219	.037	.020

Notes: CI = confidence interval. *p < 5% and **p < 1%. η^2 effect size: small (η^2 close to .01), medium (η^2 close to .06), and large (η^2 close to .14).

Table 4
Binary Logistic Regression with Model Variables

Variable	Coefficient B	Standard error	Wald	Probability	Odds Ratio (O.R.)	95% confidence interval
Sex	0.189	0.445	0.181	.670	1.208	0.51 – 2.89
Age	0.528	0.521	1.025	.311	1.695	0.61 – 4.71
School type	0.522	0.805	0.420	.517	1.685	0.35 – 8.17
Who they live with	0.110	0.809	0.018	.892	1.116	0.23 – 5.45
Prior experience	0.015	0.779	0.000	.985	1.015	0.22 – 4.67
A. Academics	0.941	0.459	4.191	.041*	2.561	1.04 – 6.30
A. Socio-affective	1.292	0.595	4.712	.030*	3.639	1.13 – 11.68
Constant	0.059	0.708	0.007	.934	1.060	

Note: Dependent variable = propensity to work in a team. * $p < 5\%$. OR effect sizes: insignificant ($OR < 1.68$), small ($1.68 < OR < 3.47$), moderate ($3.47 < OR < 6.71$), and large ($OR > 6.71$).

Academic and Socio-Affective Attitudes

Logistic regression analysis revealed that only academic attitudes ($b = 0.94$; $p = .04$) and socio-affective attitudes ($b = 1.3$; $p = .03$) significantly affect preferences for teamwork. The other sociodemographic variables (gender, age, education, and who they live with) and the student's prior experience of group work did not prove to be statistically relevant (See Table 4).

Thus, the findings show that the propensity to work in teams increases approximately four times when students perceive that this type of work contributes to their socio-affective development ($OR = 3.6$) and three times when they perceive that it helps their academic development ($OR = 2.6$). Therefore, on the contrary, we would expect a lower predisposition for teamwork from those students who do not consider that it contributes to their academic and/or socio-affective development. Consequently, it is observed that the effects of RO show different levels of intensity depending on the type of attitude analyzed. According to the classification of [Chen et al. \(2010\)](#), with regard to socio-affective attitudes, a moderate level of

impact is observed (between 3.47 and 6.71), while, in the case of academic attitudes, this impact is rather small (between 1.68 and 3.47).

It should be noted that the explanatory power of the predictive model was 12%, according to Nagelkerke's R^2 , and 9%, according to McFadden's Pseudo R^2 . Additionally, the goodness of fit, examined by the Hosmer-Lemeshow test, was appropriate ($\chi^2 = 9.0$, $p = .17$), and the overall percentage correctly classified by the estimated equation was 88%. On the other hand, the area under the curve reflects that the model has acceptable discriminatory power, close to .7 ($ROC = .68$).

In addition, Table 5 summarizes different predictions based on the estimated model that show the importance of attitudes on the predisposition to work in a team. The data reveal, in all the scenarios considered, that when there is a favorable academic and socio-affective attitude (E1-A, E2-A, and E3-A), the propensity to work in a team is higher than when the opposite occurs (E1-B, E2-B, and E3B). Likewise, Figure 3 confirms that the variables that have the greatest impact on the

probability of teamwork are those related to the attitudinal component.

In summary, the results of the study confirm four of the five hypotheses (H1, H2, H3, and H5), which demonstrate: 1) the favorable disposition of

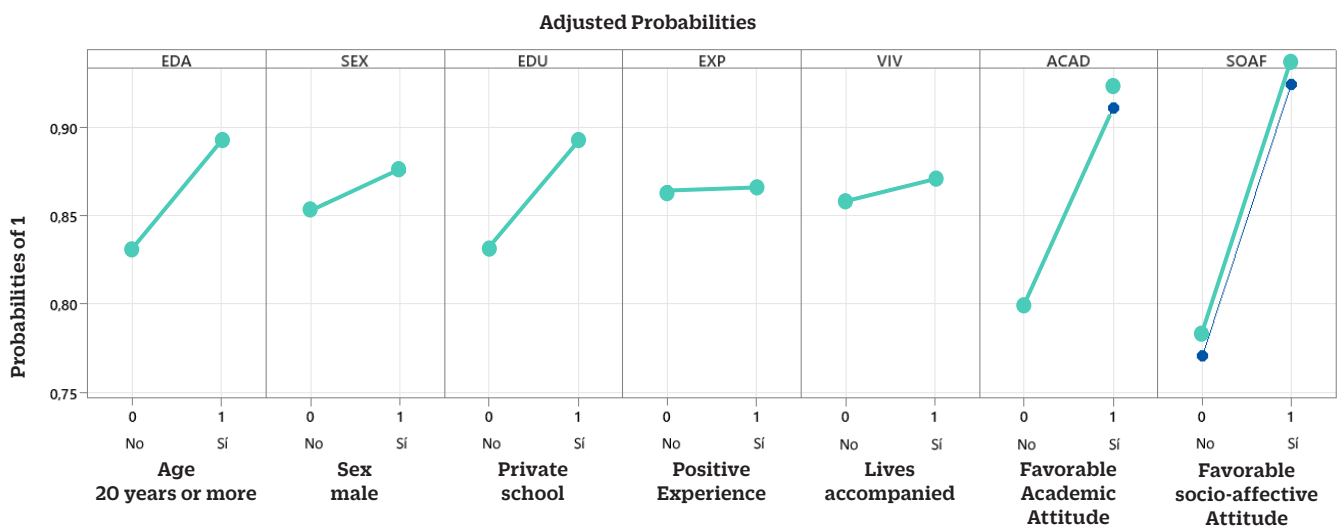
the students towards group work, 2) the positive effect of prior experience on the predilection for working in groups, and 3) the positive influence of attitudes (academic and socio-affective) on the probability of working in a team.

Table 5
Predictions Based on the Estimated Model

Variable	Forecasting scenarios (y = propensity toward teamwork)					
	E1-A	E1-B	E2-A	E-2B	E-3A	E3-B
Sex	1	1	0	0	0	0
Age	1	1	0	0	0	0
School type	1	1	0	0	0	0
Who they live with	1	1	0	0	0	0
Prior experience	1	1	0	0	1	1
A. Academics	1	0	1	0	1	0
A. Socio-affective	1	0	1	0	1	0
Adjusted probability	.9748	.8056	.9081	.5146	.909	.5184
Standard error of fit	.0293	.1848	.0697	.1769	.0354	.1767
Confidence interval (95%)	.789-.998	.291-.977	.658-.981	.209-.809	.812-.959	.212-.812

Note: EDA = age, SEX = sex, EDU = education, EXP = experience, VIV = with whom you live, ACAD = academic attitude, SOAF = social-affective attitude.

Figure 3
Main Effects for Teamwork



Note: EDA = age, SEX = sex, EDU = education, EXP = experience, VIV = with whom you live, ACAD = academic attitude, SOAF = social-affective attitude.

Discussion

The objective of the study was to analyze the propensity and attitude toward teamwork in administration students. The results confirm, in line with other research, the importance of teamwork for students, manifested in their favorable predisposition to work collectively (Beigi & Shirmohammadi, 2012; González et al., 2018; Herrera et al., 2017; Sánchez & Ñañez, 2022). The first-year undergraduate student body (n= 69).

It was also found that the propensity for teamwork depends on the students' attitude, which is influenced by both academic and socio-affective aspects (Mendo-Lázaro et al., 2017). This implies the convergence of a utilitarian approach oriented to the pedagogical benefits that favor a positive attitude toward teamwork (improved performance) and a relational perspective in which students value being able to share with their peers (development of social skills) (Haidet et al., 2014; Ruiz & Adams, 2004).

From the analysis of the items of the academic dimension, it stands out that teamwork is considered an important and useful competence for professional training, attributes that have been highlighted by other authors (Cervantes et al., 2020; Hernández & Lora, 2019; Pazos et al., 2022). This confirms the importance of adequately managing collective work, especially considering its impact on student motivation and performance (Hütter & Diehl, 2011).

In turn, it was not possible to corroborate that an improvement in academic performance is associated with a higher level of learning from collective work, but it would seem to be more associated with factors specific to and contextual to each work team (Pineda et al., 2009). In this sense, studies indicate that such dissociation would be the result of the efficient allocation of tasks, in which each member of the group focuses on what he or she does best without achieving significant learning from their peers (Martínez-Romero et al., 2021). Therefore, performance improvement would be explained as an own effect of leveraging the capabilities of group participants (Farieta, 2015; Rudawska, 2017).

Regarding the examination of the socio-

affective dimension, it was confirmed that students perceive that teamwork favors interpersonal relationships and contributes to improving decision-making. It was also revealed that distrust inhibits the socio-affective attitude of the students towards teamwork, which is evidenced in the disbelief regarding the fulfillment of the tasks assigned among its members. In this regard, it is interesting to note that trust among members has been established as a basic pillar for the formation of a cohesive work team that functions effectively (Paravic & Lagos, 2021). Thus, this finding would represent a significant limitation that affects the perception of the value of working collectively and that several authors have linked to the phenomenon known as the free rider problem, in which some people take advantage of collective work by making a comparatively lower effort than others, receive the same benefits (Farieta, 2015; Rudawska, 2017).

Moreover, it is important to mention that the socio-affective dimension has a greater incidence than the academic dimension on the propensity to work in a team, which indicates that the main benefits associated with collective work are of an emotional nature and, therefore, linked to the enhancement of social skills (Sánchez & Ñañez, 2022). In this regard, it is interesting to note that one of the pillars of socio-affective education is teamwork, which is identified as a key driver for the development of interpersonal skills (Narro-Sáenz & Maguiña-Vizcarra, 2022).

On the other hand, the insignificance of factors such as gender, age, and school background shows that the willingness and attitude towards teamwork do not depend on the student profile, as has been exposed by other authors (Beigi & Shirmohammadi, 2012; Çelen et al., 2014; Martínez-Fernández et al., 2011), but it is confirmed that students' prior experience in collective work has the potential to directly influence their future preference for teamwork (Bacon et al., 1999; Fransen et al., 2013; Ruiz & Adams, 2004; Tucker & Abbasi, 2016).

To conclude, the findings establish the challenge of adequately addressing the management of teamwork and the encouragement of attitudes towards collective work. In this sense, the

literature addresses a series of essential elements that enhance the collective work of the student body (Beigi & Shirmohammadi, 2012; Ekimova & Kokurin, 2015; Hall & Buzwell, 2013; Pfaff & Huddleston, 2003; Rudawska, 2017) among which cohesion, synergy, connectivity and generation of work environments with high positivity are fundamental (Ministry of Education of Chile, 2019). That is, a management based on commitment, which adequately combines the talents of the team members in a constructive climate of respect and trust. In addition, it becomes transcendental to adopt strategies that enhance the individual responsibility of students and ensure a fair evaluation according to the levels of individual contributions (Tucker & Abbasi, 2016), which, in turn, highlights the role of accompaniment and guidance of professors (Collado & Fachelli, 2019).

In conclusion, based on the analysis of the results and hypotheses proposed, it was determined that: 1) there is a predilection of students for teamwork, more than for individual study; 2) the propensity for teamwork increases when students perceive that it contributes to their socio-affective and academic development; 3) the socio-affective dimension shows a greater influence on the predisposition for teamwork than the academic dimension; 4) there is no evidence to affirm that student characteristics (sex, age, school of origin and with whom they live) influence and help predict a favorable disposition towards teamwork; and 5) the students' past experiences of collective work and with whom they live are determinants of the preference for teamwork. In particular, there is a greater willingness of students to work individually when they live alone or when they have not had a positive collective work experience.

Finally, based on the limitations of the study, it is recommended to: 1) to approach the research from a broader approach (mixed) that allows describing in depth which are the socio-affective and academic aspects that have the greatest impact on the predilection to work in a team; 2) to approach the study of the intention to work in a team from other theoretical models such as Ajzen's Theory of Planned Behavior, in order to confirm the relevance of the attitudinal component; 3) to replicate the study with larger samples and

covering different educational settings and/or geographical areas, to contrast and validate the results obtained. Furthermore, as a future line of research, it is interesting to study the teaching-learning methodologies that contribute to the effective development of teamwork competence in students in the area of administration.

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