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Work styles in the team depending on the education level of the students

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Abstract

The present study aims to identify the types of students' roles in work teams for different didactic activities in the academic environment. In the study, a questionnaire was applied that measures teamwork styles, a questionnaire that includes three scales: leader, doer, thinker and carer, each scale with 10 items. This study was attended by 195 female students pursuing bachelor's and master's studies in the field of educational sciences, between the ages of 18 and 55. The hypothesis underlying this study presupposes the existence of a statistically significant difference between students from the bachelor program and students from the master's program according to the types of roles within the teams formed by them. The results of the study indicated that teamwork styles such as career thinking and work style are more defined in master's students than in undergraduate students, and the other work styles are better defined in undergraduate students than in master's students. In conclusion, the objective of the study was achieved.

Keywords: *styles, students, team, skills, university.*

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The authors' contribution to the elaboration of the work is equal.

Introduction

Universities play a crucial role in shaping the personalities of students. Through a combination of academic instruction, extracurricular activities, and social interactions, educational institutions provide students with a diverse range of experiences and opportunities to develop critical life skills (Beigi & Shirmohammadi, 2012; De Prada et al., 2022; Lincă et al., 2022). These experiences help students to gain self-awareness, emotional intelligence, and a sense of social responsibility (Ilias et al., 2012; Kvetenska & Myska, 2017; Lincă, 2019b, 2019b, 2019a; Lincă, 2016; Lincă, 2018; Matei & Lincă, 2019; Matei, 2021).

The university environment helps students grow and mature intellectually and personally and sets the foundation for a successful and fulfilling life. One of the most crucial and essential lessons for students is to learn to work and collaborate in teams effectively (Beigi & Shirmohammadi, 2012; Berney, 2012; Clares et al., 2019; Sijtsma, 2009; Matei, 2022).

Teamwork is a critical component of success in both personal and professional life. There are several reasons why teamwork is so important for students, and each benefit deserves a closer look (Bonavia et al., 2015; Burdett & Hastie, 2009).

The way of working in the team was structured as follows:

- a) LEADER (Making sure that objectives are clear and agreed and that everyone is involved and committed).
- b) DOER (Urging the team to get on with the task in hand).
- c) THINKER (Producing carefully considered ideas and weighing up and improving ideas from other people).
- d) CARER (Easing tensions and maintaining harmonious working relationships). (Romero-Díaz de la Guardia et al., 2022).

Research methodology

Materials and methods

The participants filled out a questionnaire that measures the teamwork styles based on specialized literature (Romero-Díaz de la Guardia et al., 2022; *Team Effectiveness Assessment - Get Your Team Working Better Together*, 2020; *TEAMWORK QUESTIONNAIRE*, 2016).

Also, the questionnaire was first applied in a pilot study in which 50 students participated and the Cronbach's internal consistency index was 0.85. The Cronbach's internal consistency index for our sample was 0.89. The inventory contains 40 items with predefined answers from 0 - rarely to 2 - often. The questionnaire has 3 scales each with 10 items and they are:

- LEADER (Making sure that objectives are clear and agreed and that everyone is involved and committed);
- DOER (Urging the team to get on with the task in hand);
- THINKER (Producing carefully considered ideas and weighing up and improving ideas from other people);
- CARER (Easing tensions and maintaining harmonious working relationships).

Objective

This study aims to highlight the types of roles within the teams formed by students depending on the level of education.

Hypotheses

There are statistically significant differences between students from the undergraduate program and students from the master's program depending on the types of roles within the teams formed by them.

Sample

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195 female students participated in this study, with the average age $M=31.5$, standard deviation $SD=9.2$. 96 of the participants follow an undergraduate study program and 99 a master's program in the field of pedagogy and special psychopedagogy (Table 1).

101 of the participants are between 18 and 25 years old, 44 of the participants are between 26 and 35 years old, 27 are between 36 and 45 years old and 23 are between 46 and 55 years old (Table 1).

Table 1. Demographic data

	Frequency	Percent
undergraduate studies	96	49,2
masters	99	50,8
18-25 years	101	51,8
26-35 years	44	22,6
36-45 years	27	13,8
46-55 years	23	11,8
Total	195	100,0

Results

First, we tested the hypothesis according to which there are statistically significant differences between students from the undergraduate program and students from the master's program depending on the types of roles within the teams formed by them. This is supported by the collected data, $p < .001$. The effect size indicates a medium effect for the variables leader, doer, carer and a large effect for the variable thinker (Table 2).

Table 2. Independent Samples T-Test

	t	df	p	Cohen's d
leader	-2.553	193	0.011 ^a	0.366
doer	-3.177	193	0.002 ^a	0.455
thinker	-5.765	193	$< .001$ ^a	0.826
carer	-3.523	193	$< .001$ ^a	0.505

Note. Student's t-test.

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Table 2. Independent Samples T-Test

	t	df	p	Cohen's d
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^a Levene's test is significant ($p < .05$), suggesting a violation of the equal variance assumption

In the table below we can see that the thinker and career style are characteristic of the master's students, they have higher averages than the undergraduate students. And in the case of the other working styles in the team, the students from the master's program have higher averages than the students from the bachelor's program.

Table 3. Group Descriptives

	Group	N	Mean	SD	SE	Coefficient of variation
leader	undergraduate studies	96	15.750	3.569	0.364	0.227
	masters	99	16.818	2.111	0.212	0.126
doer	undergraduate studies	96	14.656	3.791	0.387	0.259
	masters	99	16.121	2.545	0.256	0.158
thinker	undergraduate studies	96	14.667	3.439	0.351	0.234
	masters	99	17.202	2.665	0.268	0.155
carer	undergraduate studies	96	15.781	3.534	0.361	0.224
	masters	99	17.273	2.258	0.227	0.131

Bayesian Independent Samples T-Test indicates that the significance of the t-test is strong $BF_{10} > BF_{01}$ (Table 4 and Figure 1-4).

Table 4. Bayesian Independent Samples T-Test

	BF₁₀	error %
leader	3.172	0.007
doer	16.072	0.002
thinker	345026.902	2.480e-12
carer	45.484	5.933e-8

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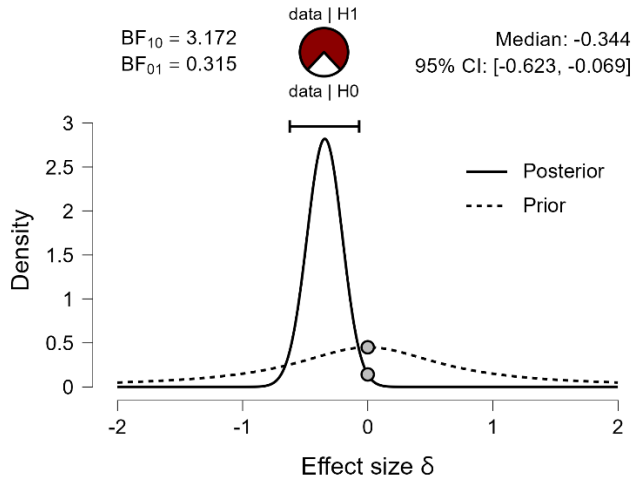


Figure no. 1. Bayesian distribution for leader

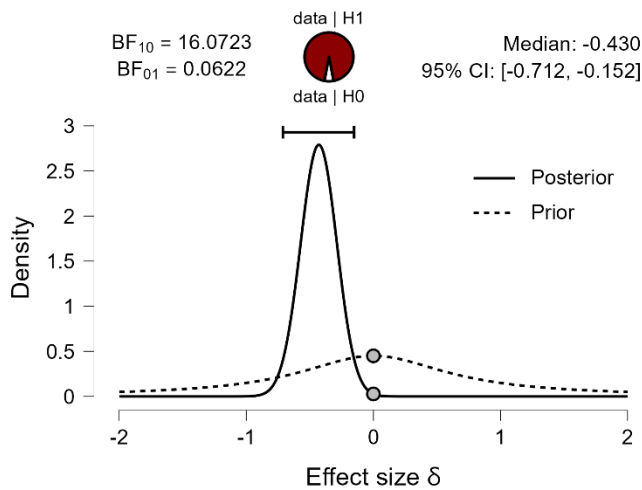


Figure no. 2. Bayesian distribution for dore

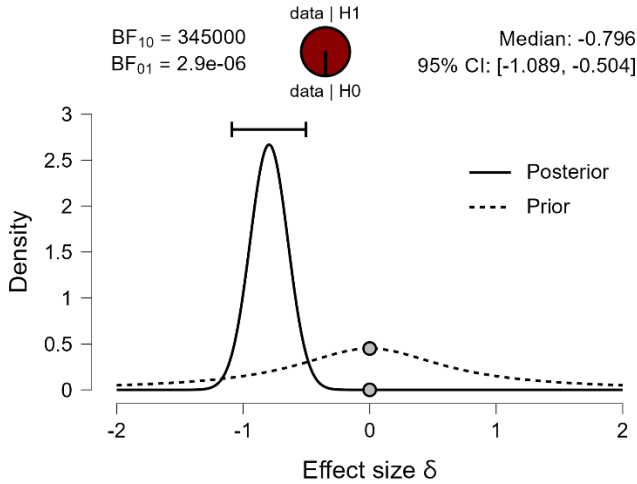


Figure no. 3. *Bayesian distribution for thinker*

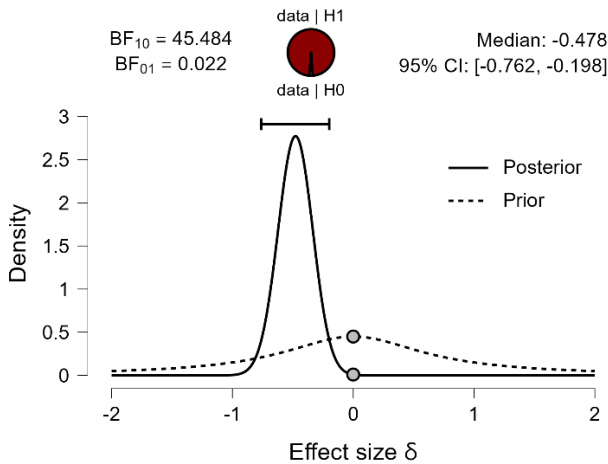


Figure no. 4. *Bayesian distribution for carer*

Conclusions

In conclusion, the objective of the study was achieved. Romanian university education promotes, as our study revealed, thinker and career styles. The students have better defined teamwork styles compared to those from the undergraduate program, as evidenced by their higher scores.

A future direction in research would be to carry out longitudinal studies on the subject of the study to see what the students' training needs are in order to develop these skills.

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