

Research on the Influencing Factors of Team Cohesion of Chinese High School Students

Junjie Tai^{1,* †}, Junjia Zhang^{2, †}

¹ Rosedale, BeiJing, 100000, China

² NO.1 Middle School, Weifang, 266000, China

*Corresponding author. Email: JunjieTai537026718@mail.cu.edu.kg

†These authors contributed equally

ABSTRACT

Chinese high school students learning research team at present in our country's colleges and universities occupy an essential part of, and cohesion is the team and team to double their creative spark by competition between foundation. In any team, team cohesion is the hinge connecting all members, making a member with different ideas and skills combine into a whole. Team cohesion exists in business and the workplace, and high school. With the help of team cohesion, the ability of senior high school scientific research teams will also become stronger and stronger. Team cohesion will be the premise if the team members can form a consensus of values and improve their competitiveness and creativity. This paper will conduct a targeted analysis on the factors influencing the cohesion of scientific research teams in universities.

Keywords: Team cohesion, Factors, Chinese, High school students

1. INTRODUCTION

1.1 Research background

Chinese high school students' learning research team in our country's colleges and universities occupy an essential part. Cohesion is the team and team to double their own creative spark by competition between the foundation. When a team lacks cohesion, everyone is fragmented, no longer in the following for more efficient and valuable research.

This research has a certain theoretical significance for the human resource management team and has a guiding significance for its construction and efficient operation skills.

1.2 Literature review

Zhang proposed that team leaders attach importance to the division of modules and reduce team mobility through incentives to improve the university research team's cohesion [1]. He points out that The team leader of university scientific research is the team's soul. The team leader must have the ability of overall management and coordination and strategic vision, and also needs to

have good humanistic qualities in terms of personality, and can play an exemplary role in the process of teamwork. The scientific research results within the scientific research team are run by the scientific research team of the university. The core purpose is also a sign that the team's goals are achieved. In most teams, the display of scientific research results is mainly based on the team leader, and the consequences of each member are part of the overall results of the team.

Regarding the enjoyment of team results, the leader is the mainstay, and each member is in a subordinate position. This is also where the existing team operating mechanism is easy to cause emotions among members. This way of displaying results weakens the team's cohesion, weakens the sustainability of the team's scientific research activities, and the stability of the team's survival. The best way to change this situation is for team leaders to pay attention to the modularization of scientific research results when dividing the division of labor. That is, to separate the overall scientific research goals into several independent components that can form results and then make each team member interact and cooperate under the premise of being responsible for their part of the content. Under this division of labor, the outcome of each team member is an independent module, which can be either a family of its own or combined

among members. It can significantly improve each member's scientific motivation and sense of achievement, thereby improving the team's overall cohesion. In another paper, Wu found that the cohesion of the learning research team has a fundamental influence on its innovation and competition [2]. The cohesion of the learning research team is the basis of the team's innovation and competitiveness. Whether a team is united mainly depends on the academic atmosphere and authority.

In contrast, whether the team can maintain the status of members depends on the establishment of the team's system. In addition, the research team also needs to resist and reduce the dispersion of member questions. In a university research team, whether members can actively participate in the team depends on the academic cohesion of the team. Therefore, cohesion reflects academic authority and orientation. In addition, the scientific research team needs to establish the corresponding system and form a fair competition and elimination of the team through the common belief of this team step by step, so that the whole team has a solid strength to maintain the team. In addition, Zhang also analyzed that enhancing the diversity of university research team members and attaching importance to the hardware construction of the university scientific research team can improve the cohesion of the university scientific research team. Zhu proposed that the team learning ability and transformational leadership also influence the performance of learning research teams.

1.3 Research gap

Most papers and researchers mainly focus on the factors influencing the cohesion of scientific research teams in universities and how to build cohesion in the scientific research team in universities. Only a few papers and researchers study the influencing factors of team cohesion of Chinese high school students.

1.4 Research framework

This article will first introduce some information about the composition and internal organization of the high school student research team and what it evolved from, what constitutes it, and so on. It will also briefly introduce the positions and jobs that different students are responsible for and analyze the characteristics of students required for each job.

Second, analyze the possible conflicts and problems in the team according to the composition of the high school student scientific research team and get team cohesion based on these problems. After the introduction, starting with the beginning, process, and results of teamwork, it analyzes how team cohesion is produced, how it is strengthened or weakened, and how it affects team research.

Third, according to the degree and situation of different team cohesion, in-depth study of the influence of team cohesion on team members and team research results. First of all, the impact on team members can be positive or negative, indicating what kind of cohesion will produce positive and how it will create negative aspect. Based on this result, the influence of cohesion on different roles in different situations is analyzed, such as team leader, executor, coordinator. Based on this result, analyze the impact of cohesion on the entire team and the team's scientific research results.

2. METHOD

2.1 Case study

First, this study is going to use case studies. For example, in the research on the influencing factors of team cohesion of Chinese high school students, samples can be found further to study the influence and content of team cohesion. In other words, summarize the team members and how they are cohesive. The case process analyzes the guiding direction and influence bonus brought to team members by team cohesion and explores the driving force and benefits brought to the team by team cohesion in the case results. Through the case analysis and research, we can more clearly put forward the significance of team cohesion for high school students and make the persuasiveness of this topic easier to understand.

2.2 Questionnaire survey

This paper will collect the relevant situation of scientific research teams of Chinese high school students through a questionnaire survey. The questionnaire survey will focus on team cohesion and ask a few questions about that. It will be distributed to high school students and teachers in China. It will also be sent to some scientific research teams in Chinese high schools. The questionnaire survey will include a question like What do you think are the factors that influence the cohesion of our high school students' scientific research team? This method will be used to collect the primary data used in the paper. For example, the preliminary data collected by the questionnaire survey will include the understanding of team cohesion among the research teams of high school students in China and the construction of team cohesion in scientific research teams of high school students in China. It will be put in the central part of the paper about improving team cohesion in scientific research teams of Chinese high school students. In addition, because the data collected by the questionnaire survey is the primary data, it will be the basic data of

3. RESULTS

Now, the high school group team is in a situation where it can't get better. When age, experience, and academic qualifications are not mature enough, it won't be easy to create real cohesion. In most cases, group research topics in high school do not require long-term cooperation and contact. They are usually group discussions in class or collaboration to complete an issue. However, a few groups can be counted as long-term cooperation, such as the branch propaganda department and information resources department of the student union. Due to the long-term need to manage and plan school activities and internal resource information, they belong to the long-term cooperation group. The team cohesion between students will be more evident in the group, but not vice versa.

Of course, the students themselves will also affect team cohesion due to specific problems, such as the similarity between members. Some team members have very few similarities, such as mentality, personality values, and other psychological factors, so they are difficult to blend. There will be more questions about different issues: contradictions and even quarrels. Secondly, leadership style will also affect the strength of team cohesion. Because the leaders of high school teams are all high school students, even if they have some remarkable characteristics as leaders, their overall thinking, vision, and knowledge are far less than adults. Therefore, under the leadership of high school student leaders, many problems will arise in the team. At the same time, communication in the team will also significantly affect cohesion. Still, because high school students are in adolescence, there will be some offenses in terms of clarity and thinking, and some minor contradictions may even cause big quarrels. This is right. Team cohesion is also a very negative effect[10].

Similarly, there are different roles in the high school team to support the entire team, and they will have other effects on the team. Although each role is not clearly distinguished in the immature high school team, there will be more or fewer shadows of some roles in them. For example, the typical characteristics of practical workers are a sense of responsibility, efficiency, and discipline, but relatively conservative compared to other team members. This role will act as the foundation of a team, which is essential. If such a role has begun to lose responsibility, the team faces a crisis of dissolution. Secondly, the coordinator is also essential. He can guide the team members with different skills and personalities to work towards the same goal. They usually act objectively and without prejudice. Although their abilities are relatively lacking, they are team members. Indispensable lubricant. In addition, the roles in the team also include promoters, innovators, supervisors. They have a substantial role in promoting and influencing team cohesion [3].

It can be divided into several aspects to improve the team cohesion of high school students. First, infect others with enthusiasm. The activeness of a team's atmosphere is especially important for team cohesion. If the atmosphere is not enthusiastic enough, all members will have no motivation to complete group tasks or contribute to the team and may experience negative emotions. Second, relax and adjust appropriately. In addition to completing team tasks and homework, team members can also do other relaxation activities to make the relationship between team members closer and have a tacit understanding of group work. For example, some healthy sports, playing basketball, badminton. Third, plan everyone's job responsibilities. A clear division of labor allows a team to perform their duties within their respective division of labor, rather than doing things irregularly like a headless fly [4].

4. DISCUSSION

The high school research team refers to the student research organization represented by academic research in high schools. It requires its members to have a complementary knowledge structure, work skills. Each member is team-centered in scientific research activities to continuously achieve the team's goals and work together, forge ahead [5]. The essence of the team operation concept in scientific research is cultivating a common belief and a spirit of synergy. Cohesion is the basis of the competitiveness and creativity of the scientific research team, and the premise of improving the competitiveness and creativity of the scientific research team is to enhance the cohesion of the scientific research team. The stronger the cohesion of a scientific research team and the more united and tacit understanding between the members, the more they can produce a "1-4-1>2" teamwork effect in scientific research innovation through the process of unity and cooperation that learns from each other's strengths. The factors affecting the cohesion of the scientific research team of universities are very diverse, and the structural factors to be studied in this paper refer to the elements that focus on the composition of team members and hardware composition.

Team leaders value the division of labor for results. The high school research team leader must have the ability to manage and coordinate and good qualities in terms of personality and be able to play an exemplary role in the process of teamwork. The scientific research results in the scientific research team are the core purpose of the high school scientific research team, and it is also a sign that the team's goals can be achieved. In most teams, the display of scientific research results is mainly based on the team leader, and the consequences of each member are part of the overall team results[7]. Regarding the enjoyment of team results, the leader is the mainstay, and each member is in a subordinate position. This is also

where the existing team operating mechanism is easy to cause emotions among members. This way of showing results weakens the cohesion of the team. The best way to change this situation is for team leaders to pay attention to the modularization of scientific research results when dividing labor. That is, to separate the overall scientific research goals into several independent components that can form results and then make each team member interact and cooperate under the premise of being responsible for their part of the content. Under this division of labor, the results of each team member are an independent module. It can improve the sense of accomplishment of each member, thereby improving the overall cohesion of the team.

Reduce team member mobility through incentives. Generally speaking, in a team that often has a flow of members, the cohesion must be loose, and the tacit understanding of the team is not high. Therefore, it is necessary to consider ways to retain talent to reduce mobility. According to various incentive methods, and concerning the different incentive methods summarized by the famous American management scientist Lawrence Peter in the "Peter Principle" [6], for the research object of the high school research team, three methods are summarized by induction: First, material incentives. Material rewards are awarded to members who have made outstanding contributions. The second is authorization incentives. For core members or capable members, certain rights are granted. The third is the law of praise. In their daily work, leaders should give more affirmation and tribute to the creation of their members. This is a direct incentive for individual members.

Attach importance to the hardware construction of the high school research team. The construction of a highly cohesive scientific research team is inseparable from advanced equipment, especially for some experimental teams related to science. Therefore, the hardware construction of the team must be paid attention to. It can be implemented in two aspects: First, it is necessary to arrange funds reasonably within the team. The use of funds is an important task and an important guarantee for its normal operation. Most research teams have problems with this. Improvements must be made in this area, prioritizing the team's hardware. Second, outside the team, the encouragement and support of the school to the team are needed. The high school, scientific research management department should establish a supervision mechanism to supervise the scientific research team in the school, including fund reimbursement, and provide rewards to excellent scientific research teams to improve the conditions of the team.

Enhance the diversity of high school research team members. The enhancement of the variety of high school scientific research team members is mainly divided into two aspects: First, pay attention to the diversity of the

professional quality of members. The scientific research team should pay attention to the diversity of members in terms of knowledge structure, way of thinking, and humanistic literacy in selecting team members. Under the premise of joint research content and common research direction of the team, team members with complementary advantages can interpret and research from different research perspectives and knowledge backgrounds. Such a team combination is easier to carry out scientific research and innovation and produce excellent scientific research results. And in the case of complementary advantages of members, the substitution between team members is reduced, the presence of each individual is improved, and the cooperation of members will be more tacit so that the team's overall cohesion will be improved. The second is to attach importance to the diversity of members' characteristics [8]. In terms of personal traits, it is best to have diversity within the team. If a scientific research team is too convergent in the personal characteristics of the members' age, gender, and personality, it will be difficult to play the advantages of teamwork. For example, the gender ratio within the team is too unbalanced, which will affect the overall strengths of the team. Some scholars have also conducted empirical research on gender ratios using model construction methods, believing that the proportion of women in a team accounts for 30%, which is the best situation in which the team's overall wisdom and overall advantages can be best played [9].

5. CONCLUSION

5.1 Summary

When age, experience, and academic qualifications are not mature enough, it will be challenging to create real cohesion. The students themselves will also affect team cohesion due to certain problems, such as the similarity between members. Some team members have very few similarities, such as mentality, personality values, and other psychological factors, so they are difficult to blend. There will be more questions about different issues: contradictions and even quarrels. In addition, leadership style will also affect the strength of team cohesion. Similarly, there are different roles in the high school team to support the entire team, and they will have different effects on the team .

5.2 Limitations

However, there are still limitations in this study. There is no investigation in this paper, so there is no argument support from primary data. The analysis is mainly made through secondary data. Future research can add field surveys and interviews to obtain first-hand data and make the research object's personnel structure more comprehensive and scientific to get more extensive and convincing experimental data and analysis results.

REFERENCES

- [1] J Zhang, H Z Yang. Discussion on cohesion construction of University Research Team 1003-8418(2013) 03-0066-02.
- [2] Z Z Wu. Key influencing factors and mechanism of performance improvement of learning-oriented research team in universities Chunming 1000-7695 12012)14-157-04.
- [3] Y Pan, L M He, Some thoughts on the construction of efficient scientific research team[J], 2004, (5): 106-108.
- [4] N Mu. Discuss the countermeasures and suggestions to improve team cohesion[J].The enterprise culture, 2018, (2): 1-238
- [5] H X Zhao. Research on the construction of scientific research team in universities[J]. Scientific and technological progress and countermeasures, 2007, 24(8) : 188.
- [6] J Zhang, Z H Yang. Discussion on cohesion construction of University Research Team[J].Jiangsu higher education, 2013(3):66-67
- [7] J Zhang, Z H Yang. Discussion on cohesion construction of University Research Team[J].Jiangsu higher education, 2013(3):66-67
- [8] K Qiu. Research on incentive Mechanism of Science and technology Innovation Team in Local Universities in China[J]. 2012.
- [9] J Li. The influencing factors of tacit knowledge sharing intention of university research team[J]. 2018.
- [10] X Z Yuan. Build core values to enhance team cohesion in universities[J].Managerialist, 2010, (6).155-156