FACTORS AFFECTING COLLEGE STUDENTS' SATISFACTION WITH THE TEAM: A CASE STUDY OF A PUBLIC VOCATIONAL COLLEGE IN CHENGDU

Tang Lu
Chengdu vocational and technical college of industry, China.
E-mail: 522483852@qq.com

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Abstract

The study investigated the effect of four independent variables (individual trust, self-efficacy for teamwork, cognitive conflict, and affective conflict) on one dependent variable (individual satisfaction with the team). The study used Item-Objective Congruence to measure validity, and Cronbach's Alpha was used as a pilot test (n=70). To verify the significant relationship between variables, a multivariate linear regression analysis was performed on 70 valid questionnaires from Chengdu Vocational and Technical College of Industry students. Subsequently, 30 students underwent a 14-week Intervention Design Implementation. Then, the quantitative results of the post-strategic and pre-strategic plans were compared by paired sample T-test. Multiple linear regression results show that individual trust, self-efficacy for teamwork, cognitive conflict, and affective conflict for individual satisfaction with the Team have a significant impact. The comparison results of the paired sample T-test show significant differences in Individual Satisfaction with the Team in the post-strategic and pre-strategic plan stages. This study is to enhance the learning experience, cultivate teamwork skills, promote personal development, improve school management, and provide a new theoretical perspective for academic research.

Keywords: Satisfaction, Trust, Self-efficacy, Teamwork, Conflict

Introduction

More and more studies have recognized the important role of individual members in team cooperation and satisfaction. For example, Basadur and Head (2001) believe effective teamwork is increasingly important to organizational success. Shujaat et al. (2014) also agree with this view and point out that: It was found that teamwork has a significant impact on employee satisfaction. Further supporting this, research conducted by Green et al. (2005) delved into the relationship between team success and individual satisfaction levels; their study found that successful teams typically reported higher levels of individual satisfaction.

The extensive research on individual satisfaction within teams reveals notable gaps and areas for further exploration. One of the primary challenges in this field is the lack of a unified theoretical framework that integrates the diverse determinants of individual satisfaction. This fragmentation is evident in the wide range of factors identified across various studies as influencing individual satisfaction within team contexts.

Individual satisfaction with the Team can be interpreted as the degree to which team members experience a positive and enjoyable sentiment, thereby fostering their desire to continue working within the same Team (Peeters et al., 2006). While previous research has explored factors like team member's personality (Peeters et al., 2006) and conflict perception (Jehn et al., 2010) as predictors of individual satisfaction within a team, we propose a model that categorizes these predictors based on their occurrence during different stages of the team decision-making process, before, during and after the process.

While previous studies have analyzed some predictors of an individual's satisfaction with a team, such as team member personality (Peeters et al., 2006) or perception of conflict (Jehn et al., 2010), this study will focus on a new model, that is, Self-efficacy for Teamwork, Individual Trust, Cognitive Conflict and Affective Conflict are the four factors that affect the Individual of higher vocational students in teamwork Satisfaction with the Team. Satisfaction with the Team.

In Chinese vocational college students, teamwork plays a key role in cultivating students' comprehensive quality and career development. The purpose of surveying the factors affecting college students' satisfaction with their teams is to deeply understand the key motivations of team cooperation among college students in China. The specific reasons are as follows. First, vocational colleges cultivate students' comprehensive quality, and team cooperation ability is an indispensable part of it. By revealing the factors that influence college students' satisfaction with team cooperation, it is helpful to optimize the education system, better train students' cooperation skills, and make them better adapt to the needs of future career development. Secondly, understanding the Individual's attitude and satisfaction with teamwork can help improve team effectiveness. An in-depth understanding of the Individual's trust in the Team, self-efficacy, and how to deal with conflict can provide substantive guidance for team leaders and members to enhance the smoothness and efficiency of team

collaboration. In addition, investigating the factors that influence individual satisfaction with the Team can provide decision support for the school management. By understanding the needs and expectations of students in teamwork, schools can improve teaching methods and team management strategies, thereby improving the overall quality of education and student satisfaction.

Therefore, carrying out this survey will provide strong data support for vocational colleges, provide in-depth insight into students' Individual and overall teamwork ability, provide practical support for understanding and optimizing the mechanism of teamwork of college students, and promote the continuous progress of comprehensive literacy of students in higher education.

Literature Review

1. Individual Satisfaction with the Team

"Individual Satisfaction with the Team" is a multifaceted concept deeply rooted in team members' interactions and shared experiences. Medina (2016) posits, this satisfaction is characterized by the positive emotional undertones that team members harbor, which catalyzes their enthusiasm to re-engage with the same team in future endeavors. Diving deeper into the intricacies of teamwork, it emerges as a conduit for enhancing individual satisfaction. Peeters et al. (2006) emphasize the gravity of discerning individual satisfaction levels within teams. Their insights suggest that understanding this facet is pivotal, casting a long shadow on a member's prospective engagements within that team or broader collaborative ventures. As articulated by Peeters et al. (2006), this sentiment of fulfillment within a team is intertwined with the experiences and gratifications harvested from being ensconced in a team setting.

2. Individual Trust

Trust within teams is a dynamic belief system that reflects faith in others' intentions and actions and signals a readiness to rely on and take risks with others (Shen & Chen, 2007). Individual trust is pivotal for organizational effectiveness, particularly in contemporary team centrism contexts. Costa (2003) emphasizes trust as essential for collaboration, a sentiment echoed by Feitosa et al. (2020), who highlight its pivotal role at individual and team levels. Positive team expectations, rooted in individual trust in teammates' capabilities, contribute to team operations. Barczak et al. (2010) identify interpersonal trust as vital for successful teamwork, fostering cohesion among diverse team members. Costa and Anderson (2011) characterize trust as multifaceted, with propensity to trust and trustworthiness being key dimensions. Trust behaviors resulting from decisions to trust or distrust are crucial. Breuer et al. (2016) discuss trust in teams as both a prerequisite and challenge, especially in virtual teams where it is paramount for coordination. Shen and Chen (2007) underscore the interactive nature of trust within teams, highlighting leadership's pivotal role in cultivating a trust-rich environment. Hence, a hypothesis is concluded:

H1: Individual trust has a significant impact on individual satisfaction with the team.

3. Self-efficacy for Teamwork

Self-efficacy is the faith in one's prowess to achieve one's aspirations; it is a reservoir of resilience against challenges and a lens to perceive failures as learning avenues (Bumann & Younkin, 2022). Self-efficacy for teamwork, crucial for comprehending team dynamics and performance, is influenced by mastery experiences, vicarious experiences, social persuasion, and physiological responses, aligning with Bandura's theory (Bumann & Younkin, 2022). Pérez-Paredes and Sánchez Tornel (2015) emphasize its pivotal role in shaping students' motivation and perceptions, suggesting higher self-efficacy correlates with optimistic views and proactive engagement in team tasks. Konak et al. (2015) explore positive attitudes toward teamwork in students with self-efficacy for technology-mediated teamwork. Chemers et al. (2011) highlight the significance of self-efficacy in predicting success, drawing parallels to teamwork, where high self-efficacy for team skills leads to successful outcomes. Loeb et al. (2016) identify it as a vital personal resource, positively correlating with organizational outcomes such as job satisfaction and commitment. Hence, a hypothesis is concluded:

H2: Self-efficacy for teamwork has a significant impact on individual satisfaction with the team.

4. Cognitive Conflict

Cognitive conflict is a task-centric discord stemming from variances in judgments or viewpoints, predominantly reflecting discrepancies in members' perspectives on achieving shared objectives (Medina, 2016).

Afzalur Rahim (2002) suggested that heightened physical conflict, exacerbated by stress and relational discord, can intensify emotional conflict. The adverse impacts of emotional conflict are well-acknowledged; Amason and Sapienza (1997) noted its obstruction of information flow within teams and the diminishing allegiance of members to each other and the decision-making process. Studies, including those by Jehn (1995) and Jehn et al. (1999), provide evidence that emotional conflicts impede group performance by constraining information processing and cognitive abilities and fostering adversarial interpretations of colleagues' actions. Guo et al. (2019) identified a consistent negative correlation between emotional conflict and group outcomes. Leaders who fail to address emotional conflicts risk making optimal decisions, eroding team satisfaction and consensus. Once ignited, these conflicts tend to escalate, compromising decision-making efficacy (Amason & Sapienza, 1997). Hence, a hypothesis is concluded:

H3: Cognitive conflict has a significant impact on individual satisfaction with the team.

5. Affective Conflict

Affective conflict is the dysfunction caused by personal differences and preferences among members, and differences in interpersonal behavior, political orientation, and personal taste are catalysts for affective conflict (Parayitam & Dooley, 2011).

Medina (2016) research indicates that experiencing cognitive conflict can enhance an individual's satisfaction with a team by facilitating the assimilation of new knowledge from team interactions into daily tasks. Kang et al. (2005) argue that the efficacy of cognitive conflict strategies relies on students' readiness and logical reasoning abilities to discern conflicts. Lee et al. (2003) categorizes students' cognitive conflicts into three types inherent in the educational journey. Guo et al. (2019) propose that project-based teams can boost innovation by leveraging cognitive conflict-induced knowledge activities, requiring knowledge leaders' intervention to shape these activities and mitigate adverse emotional reactions, thereby enhancing team innovation. Hence, a hypothesis is concluded:

H4: Affective conflict has a significant impact on individual satisfaction with the team.

Research Framework

The researcher applied three model theories: Yau and Reich (2018), De la Torre-Ruiz et al. (2014), and Medina (2016). All three theoretical frameworks mentioned above supported and developed a conceptual framework in Figure 1.

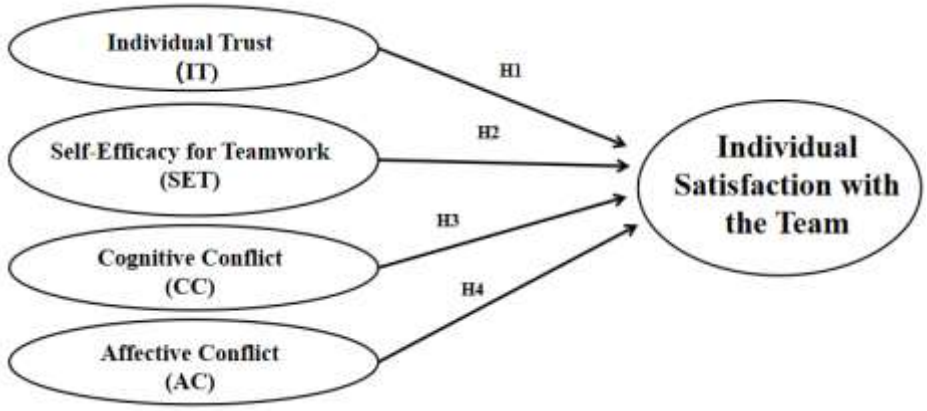


Figure 1 Conceptual Framework

The hypotheses of the research variables based on the conceptual framework are;

H1: Individual trust has a significant impact on individual satisfaction with the team.

H2: Self-efficacy for teamwork has a significant impact on individual satisfaction with the team.

H3: Cognitive conflict has a significant impact on individual satisfaction with the team.

H4: Affective conflict has a significant impact on individual satisfaction with the team.

Research Methodology

The research process consists of four distinct stages. At the outset, the entire study population (n=70) was surveyed to collect the data framework for developing the study concept. All hypotheses were then rigorously tested using multiple linear regressions. The importance was determined at a p-value of<0.05 (Vongurai, 2024). Therefore, the hypotheses that gained support were retained, and none were eliminated because they needed to meet the criteria.

The second phase involved conducting a pre-strategic plan survey in all 70 students. The research process consists of four distinct stages. The entire study population (n=70) was initially surveyed to collect data for the proposed conceptual framework. All hypotheses were then rigorously tested using multiple linear regression to determine the significance of their p-value threshold<0.05.

As a result, supported hypotheses are retained, while those that do not meet the criteria are eliminated. The second phase involved a pre-strategic plan survey of all 70 students within the range of supported hypotheses. After this, the third phase introduced the Intervention Design Implementation (strategic plan), which implemented 30 participants. In the final phase, 30 strategic plan participants completed a survey that generated the necessary data to conduct a paired sample T-test analysis to compare the results of the pre- and post-strategic plans. This comprehensive process allows for a thorough examination of the objectives and assumptions of the research.

Research Population, Sample Size, and Sampling Procedures

1. Research Population

The subjects of this study are full-time College students at Chengdu Vocational and Technical College of Industry. The school has five faculties. The researchers select a proportional number of students from five faculties. According to Hair et al. (2014), each variable should have at least ten observations in the regression analysis. The framework constructed in this study included five variables. The minimum sample size for linear regression analysis was 50 students. To prevent the influence of invalid questionnaires and other questions on valid questionnaire data, the sample size was set to 70 students.

2. Sample size

In the initial diagnostic stage, the sample size was 3 for the reliability test and 70 for the multivariate restricted regression test. In the strategic plan stage, 30 students were selected as the strategic plan's implementation participants. In the post-strategic plan, the 30 students will also be regained.

3. Sampling Procedures

In this research, a combination of multistage sampling methods, including both probability and non-probability sampling techniques, was employed. The questionnaire,

developed for data collection, was structured using a 5-point Likert scale. Subsequently, it was distributed to the target population via an online platform utilizing the Questionnaire Star mini-program.

Stage 1: The non-probability sampling method was used for purpose sampling. The researchers selected students from five Faculties in Chengdu Vocational and Technical College of Industry as subjects for this study.

Stage 2: The probability sampling method is stratified random sampling. The total number of students selected was 70. The researchers determined the number of samples to be drawn from each college according to the proportion of students in each college to the total number of students in the whole school and then drew samples from each college according to the principle of randomness. The specific sampling situation is shown in Table 3.

Stage 3: Using non-probability sampling methods such as purpose sampling and convenience sampling. The samples taken from this study must be full-time students at Chengdu Vocational and Technical College of Industry. Due to the application of the online questionnaire tool, the time and place limitations of the questionnaire survey need to be fixed. Therefore, this study will complete the questionnaire online through the "Questionnaire Stamina program.

Research Instruments

1. Design of Questionnaire

The researcher designed the survey questionnaire by following three steps.

Step 1: Identifying questionnaire sources from three openly published articles (Bandura, 1977; Medina, 2016; Shen & Chen, 2007).

Step 2: Adjusting and presenting survey questionnaires on Chinese university students' Context.

Step 3: Implementing IOC.

2. Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Screening Questions. There were screening questions to filter out the non-research population.

Part 2: Basic info Questions. Questions were asked to gain basic information on the research population, including gender, age, faculties, Year, and so on.

Part 3: Pre-survey Questions. There were questions for the pre-survey to find out the current level of IV and DV for 70 students.

3. IOC Results

The researcher invited three independent experts, scholars, or doctors to implement IOC (Index of item-objective congruence); among the three experts are two associate professors and one Ph.D. candidate, all working in the education field in China. In this IOC process, independent experts, scholars, or doctors marked +1 for congruent, 0 for Questionable, and 1

for Incongruent. In this research, all questionnaire items were greater than 0.67, so the researcher retained all questionnaire items.

4. Pilot survey and Pilot test results

The researcher randomly conducted a pilot survey of 70 students by asking them to fill out the questionnaire and give feedback. Afterward, the researcher implemented Cronbach's Alpha's internal consistency reliability test, in which values should be equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the table below demonstrates the approved results for the high reliability of each construct.

Table 1 Pilot Test Result

Variables	No. of Items	Sources	Cronbach 's Alpha	Strength of Association
Individual Trust	4	Shen and Chen (2007)	0.783	Good
Self-efficacy for Teamwork	4	Bandura (1977)	0.917	Excellent
Cognitive Conflicts	3	Medina (2016)	0.766	Good
Affective Conflict	4	Medina (2016)	0.934	Excellent
Individual Satisfaction with the Team	7	Medina (2016)	0.969	Excellent

Results and Discussion

1. Demographic Information

The researcher demonstrated the demographic profile of the entire research population (n=70), followed by the selected students' group (n=30), who participated in the strategic plan as shown in Table 2.

Table 2 Demographic Profile

Entire Research Population (n=70)		**Frequency**	**Percent**
Gender	Male	31	44.29%
	Female	39	55.71%
Age	Under 18 years old	1	1.43%
	Between 18 and 19 years old	32	45.71%
	Between 19 and 20 years old	28	40%
	Over 20 years old	9	12.86%
Faculties	Faculty of Intelligent Manufacturing and Automotive	22	31.43 %
	Faculty of Rail Transit	16	22.86%
	Faculty of Architectural Engineering	11	15.71%
	Faculty of Information Engineering	11	15.71%
	Faculty of Finance and Commerce	10	14.29 %
Year	First Year	40	57.14%
	Second Year	27	38.57%
	Third Year	3	4.29%
Total		**70**	**100%**
Strategic plan Participants (n=30)		**Frequency**	**Percent**
Gender	Male	13	43.33%
	Female	17	56.67%
Age	Under 18 years old	0	0.00
	Between 18 and 19 years old	14	46.67%
	Between 19 and 20 years old	12	40.00%
	Over 20 years old	4	13.33%
Faculties	Faculty of Intelligent Manufacturing and Automotive	9	30.00%
	Faculty of Rail Transit	7	23.33%
	Faculty of Architectural Engineering	5	16.67%
	Faculty of Information Engineering	5	16.67%
	Faculty of Finance and Commerce	4	13.33%
Year	First Year	17	56.67%
	Second Year	12	40.00%
	Third Year	1	3.33%
Total		**30**	**100%**

2. Results of multiple linear regression

The researchers performed multiple linear regressions (MLR) on the results of 70 questionnaires and tested whether each hypothesis was supported. There are four research hypotheses. Based on the variance inflation factor (VIF) analysis, it can be concluded that multicollinearity is not a problem because the VIF value is below 5 (Hair et al., 1995). In a multiple linear regression model with four independent variables, R^2 explains 43% of the variation in creativity.

It shows the relationship between the independent variables at the diagnostic stage and student individual satisfaction with the team. Multiple regression analysis was performed using statistical software, and the significance test results showed that all the P-values were less than 0.05: Individual trust (0.004), Self-efficacy for teamwork (0.031), Cognitive conflict (0.01), Affective conflict (0.043). That is, the four dimensions of the independent variables significantly affected the dependent variable. In addition, the normalized regression coefficients of the four independent variables were greater than 0: Individual trust (0.289), Self-efficacy for teamwork (0.219), Cognitive conflict (0.281), Affective conflict (0.216), indicating the positive correlation between independent and dependent variables. Among them, the standardized regression coefficient of individual trust (0.289) is the highest, and the standardized regression coefficient of affective conflict (0.216) is the lowest. From a statistical point of view, individual trust has the highest impact on individual satisfaction with the team, while affective conflict is the lowest. Therefore, all four hypotheses the investigators proposed are supported by the multiple linear regression analysis results. At this point, the research hypothesis of this study was finally determined:

H5: There is a significant mean difference in individual trust between pre- and post-strategic plans.

H6: There is a significant mean difference in self-efficacy for teamwork between pre- and post-strategic plans.

H7: There is a significant mean difference in the cognitive conflict between pre- and post-strategic plans.

H8: There is a significant mean difference in the affective conflict between pre- and post-strategic plans.

H9: There is a significant mean difference in individual satisfaction with the team between pre-strategic and post-strategic plans.

3. Strategic Plan Stage

The strategic plan lasted 14 weeks and was based on quantitative and qualitative data collected at the pre-strategic plan stage to achieve the purpose of this research. The primary aim of this research was to cultivate students' teamwork abilities and foster individual development within the team. The researcher sequentially illustrated the strategic plan intervention, as depicted in Figure 2.



Figure 2 SPI Activities

4. Results Comparison between Current Situation and Expect Situation

Table 3 Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
Individual trust				
Pre-strategic plan	3.99	0.831	0.098	p<0.001
Post-strategic plan	4.27	0.541	0.099	
Self-efficacy for Teamwork				
Pre-strategic plan	3.58	0.896	0.107	p<0.001
Post-strategic plan	4.22	0.691	0.126	
Cognitive Conflict				
Pre-strategic plan	3.84	0.941	0.112	p<0.001
Post-strategic plan	4.16	0.648	0.118	
Affective Conflict				
Pre-strategic plan	3.54	1.050	0.125	p<0.001
Post-strategic plan	4.19	0.781	0.143	
Individual Satisfaction with the Team				
Pre-strategic plan	3.92	0.840	0.100	p<0.001
Post-strategic plan	4.31	0.843	0.154	

Table 3 illustrates the results of the paired-sample t-test analysis of the pre-strategic plan and post-strategic plan comparison as follows:

There was a significant increase in Individual Trust between post-strategic plan (M=4.27, SD=0.541, SE=0.099) stage and pre-strategic plan stage (M=3.99, SD=0.831, SE=0.098), while P<0.001 and mean value difference between post-strategic plan stage and pre-strategic plan stage was 0.28. Therefore, it was supported that there is a significant mean difference in individual trust between the pre- and post-strategic plans.

There was a significant increase in Self-efficacy for Teamwork between post-strategic plan (M=4.22, SD=0.691, SE=0.107) stage and pre-strategic plan stage (M=3.58, SD=0.896, SE=0.126), while P<0.001 and mean value difference between post-strategic plan stage and pre-strategic plan stage was 0.64. Therefore, it was supported that there is a significant mean difference in self-efficacy for teamwork between the pre- and post-strategic plans.

There was a significant increase in Cognitive Conflict between post-strategic plan (M=4.16, SD=0.648, SE=0.118) stage and pre-strategic plan stage (M=3.84, SD=0.941, SE=0.112), while P<0.001 and mean value difference between post-strategic plan stage and pre-strategic plan stage was 0.32. Therefore, it was supported that there is a significant mean difference in the cognitive conflict between the pre- and post-strategic plans.

There was a significant increase in Affective Conflict between post-strategic plan (M=4.19, SD=0.781, SE=0.143) stage and pre-strategic plan stage (M=3.54, SD=1.05, SE=0.125), while P<0.001 and mean value difference between post-strategic plan stage and pre-strategic plan stage was 0.65. Therefore, it was supported that there is a significant mean difference in the affective conflict between the pre- and post-strategic plans.

There was a significant increase in Individual Satisfaction with the Team between post-strategic plan (M=4.31, SD=0.843, SE=0.154) stage and pre-strategic plan stage (M=3.92, SD=0.84, SE=0.1), while P<0.001 and mean value difference between post-strategic plan stage and pre-strategic plan stage was 0.39. Therefore, it was supported that there is a significant mean difference in individual satisfaction with the Team between the pre- and post-strategic plans.

According to the paired-sample t-test results demonstrated above; the researcher came up with the following conclusions. First, all five variables had a significant mean difference between the post-strategic plan stage and the pre-strategic plan stage. Second, the researcher found a significant increase in Students' individual satisfaction with the Team between the pre-strategic and post-strategic plan phases.

Conclusions, Recommendations, Limitations and Future Research

1. Conclusions

This study examined individual trust, self-efficacy for teamwork, cognitive conflict, and affective conflict and the influence of these four independent variables on individual satisfaction with the team. It used a comprehensive study design, data collection, and methodology to draw meaningful conclusions.

The study design used the project-objective Agreement index (IOC) to measure validity, and Cronbach's Alpha was used as a pilot test to ensure the reliability of the measurement tool. This rigorous measurement method reinforces the credibility of the study. Data were collected from the effective responses of 70 students in Chengdu Vocational and Technical College of Industry, and multiple linear regression analysis was performed to verify the significant relationship between independent variables and dependent variables. In addition, a 14-week strategic plan was conducted with 30 students. The post-strategic plan data were collected and compared with the pre-strategic plan data by paired sample t-test.

The findings suggest that individual trust, self-efficacy for teamwork, cognitive conflict, and affective conflict significantly impact students' individual satisfaction with the team. This shows that in a team environment, factors such as the degree of individual trust in the team, the self-efficacy of teamwork, cognitive conflict, and emotional conflict significantly impact the individual satisfaction of students in the team. Individual trust in the team and the improvement of cooperative self-efficacy and moderate cognitive conflict may help promote students' positive experiences in the team. In contrast, emotional conflict may lead to individuals' dissatisfaction with the team, thus affecting their satisfaction. This finding provides substantial guidance for further optimizing the teamwork environment to improve individual student satisfaction.

The findings suggest that individual trust, self-efficacy for teamwork, cognitive conflict, and affective conflict significantly impact students' individual satisfaction with the team. This shows that in a team environment, factors such as the degree of individual trust in the team, the self-efficacy of teamwork, cognitive conflict, and emotional conflict significantly impact the individual satisfaction of students in the team. Individuals' trust in the team and the improvement of cooperative self-efficacy and moderate cognitive conflict may help promote students' positive experiences in the team.

2. Recommendations

Based on this study's findings, several recommendations can be proposed to enhance the individual satisfaction of industrial students at Chengdu Vocational and Technical College in the context of teamwork. These suggestions aim to elevate the quality of teamwork and optimize the collaborative environment for students. Such improvements are anticipated to contribute positively to the overall learning experience, enhancing educational quality.

From the college perspective: Promote and Strengthen Individual Trust: Introduce team-building activities and exercises to cultivate team members' trust. Advocate for open communication and transparency within teams to bolster interpersonal relationships and nurture a climate of trust.

Integrate Strategic Planning into Team Education: Higher vocational colleges should broaden the inclusion of strategic planning exercises within the curriculum to augment students' collaborative skills. Furthermore, it advocates for teachers to leverage strategic

planning for continual enhancement and development within teams.

Promote a Positive Team Culture: Cultivate a positive, inclusive team culture that appreciates diverse perspectives and promotes collaborative efforts. Acknowledge and celebrate team accomplishments to strengthen a sense of achievement and satisfaction.

From the teacher's perspective: Cultivate Teamwork Self-Efficacy: Tailor task assignments within team roles to align with students' characteristics, enhancing their self-efficacy in collaborative efforts. Facilitate opportunities for students to assume leadership positions within their teams, fostering a sense of responsibility and competence.

Effectively Handle Cognitive Conflict: Provide educational guidance to enlighten students and team leaders on the constructive aspects of cognitive conflict. Please encourage students to employ effective conflict resolution strategies within their teams, emphasizing the value of innovation and diverse perspectives in problem-solving.

Mitigate Affective Conflict: Instruct students to formulate explicit guidelines for handling emotional conflict within a team setting. Offer resources, such as counseling services or workshops, to support students in developing emotional intelligence and adeptly managing conflicts constructively.

3. Limitations and Future Research

While this study provides valuable research insights into the impact of the four independent variables on student individual satisfaction with the team, recognizing its limitations is essential to guide future research. These limitations provide potential avenues for further investigation and research improvements. Generalization of Findings: The study was conducted exclusively with students from Chengdu Vocational and Technical College of Industry, which might limit the generalizability of the findings to a broader population. Future research could explore the transferability of the results across different educational institutions, academic disciplines, and cultural contexts to enhance the external validity of the study.

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