THE MEDIATING EFFECT OF CONFLICT RESOLUTION ON THE RELATIONSHIP BETWEEN STUDENT'S NEGOTIATING LEADERSHIP SKILL AND STUDENTS' PERFORMANCE AT SELECTED UNIVERSITIES IN ZHEJIANG PROVINCE CHINA

WANG YE

DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2025

DECLARATION

I hereby declare that this doctoral thesis is based on my original work except for quotes and citations that have been duly acknowledged. I also confirm that this paper has not been previously or has currently been submitted for any other degree or PhD award at Universiti Utara Malaysia or other institutions.

Signature : _____

Name : _____

ID No. : _____

Date : _____

i

APPROVAL FOR SUBMISSION

I certify that this doctoral thesis entitled THE MEDIATING EFFECT OF CONFLICT RESOLUTION ON THE RELATIONSHIP BETWEEN STUDENT'S NLS AND STUDENTS' PERFORMANCE AT SELECTED UNIVERSITIES IN ZHEJIANG PROVINCE CHINA was prepared by WANG YE has met the required standard for submission in partial fulfilment of the requirements for the award of DOCTOR OF PHILOSOPHY at Universiti Utara Malaysia

Approved by,

Signature   :   _____

Supervisor   :   _____

Date   :   _____

**Awang Had Salleh
Graduate School
of Arts And Sciences**

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

WANG YE

calon untuk Ijazah   **PhD**
(candidate for the degree of)

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

**"THE MEDIATING EFFECT OF CONFLICT RESOLUTION ON THE RELATIONSHIP
BETWEEN STUDENT'S NEGOTIATING LEADERSHIP SKILL AND STUDENTS'
PERFORMANCE AT SELECTED UNIVERSITIES IN ZHEJIANG PROVINCE CHINA"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang
ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan
pada : **11 Disember 2024**.
*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge
of the field of study as demonstrated by the candidate through an oral examination held on:*
11 December 2024.

Pengerusi Viva: *(Chairman for VIVA)*	**Assoc. Prof. Dr. Mohamad Khairi Haji Othman**	Tandatangan *(Signature)*
Pemeriksa Luar: *(External Examiner)*	**Prof. Dr. Ismi Arif Ismail**	Tandatangan *(Signature)*
Pemeriksa Dalam: *(Internal Examiner)*	**Prof. Dr. Tengku Faekah Tengku Ariffin**	Tandatangan *(Signature)*
Nama Penyelia/Penyelia-penyelia: *(Name of Supervisor/Supervisors)*	**Prof. Dr. Yahya Don**	Tandatangan *(Signature)*
Nama Penyelia/Penyelia-penyelia: *(Name of Supervisor/Supervisors)*	**Assoc. Prof. Dr. Zulkiflee Daud**	Tandatangan *(Signature)*

Tarikh:
(Date) **11 December 2024**

PERMISSION TO USE

As a part of the requirement for a postgraduate degree of Universiti Utara Malaysia, I grant Perpustakaan Sultanah Bahiyah, UUM the right to share this thesis with the public. It is also my consent that this thesis may be copied, in whole or in part, for all purposes of scholarship, subject to the condition that such permission be given by my supervisor(s), or failing them, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences.

I understand that all or part of this thesis or any portion thereof may not be reproduced, published, or used for commercial gain unless I have given my prior written consent for it doing so. More importantly, any scholarly use of materials contained in this thesis must be properly acknowledged to myself and Universiti Utara Malaysia.

Requests regarding permission to copy or use in any manner any part of this thesis may be directed to:

Dean of Awang Had Salleh Graduate School of Arts & Sciences

UUM College of Arts & Sciences

Universiti Utara Malaysia

06010 UUM Sintok

ABSTRAK

Penggabungan kepimpinan pelajar, aktiviti sukan, dan latihan penyelesaian konflik ke dalam kurikulum dipercayai dapat membentuk kemahiran hidup yang penting, mengukuhkan ikatan sosial, serta meningkatkan penglibatan pelajar, dan seterusnya memperbaiki hasil akademik. Walaupun terdapat banyak kajian yang terpisah dalam psikologi, pendidikan dan pengajian organisasi, masih wujud jurang pendidikan antara disiplin dalam memahami bagaimana faktor kognitif, emosi dan tingkah laku membentuk kepimpinan pelajar, kebolehan penyelesaian konflik, dan kejayaan akademik. Kajian ini menangani jurang ini dengan menyiasat sama ada kemahiran penyelesaian konflik menjadi perantara hubungan antara kepimpinan berasaskan rundingan (NLS) dan prestasi akademik dalam kalangan pelajar universiti di Wilayah Zhejiang, China. Dengan menggunakan reka bentuk penyelidikan kuantitatif keratan rentas, kajian ini melibatkan 1,861 pelajar daripada tiga institusi, dipilih daripada jumlah populasi sebanyak 37,527 bagi tujuan untuk menilai kesan penglibatan kokurikulum terhadap pembangunan kepimpinan, kebolehan penyelesaian konflik dan hasil akademik. Dapatan menunjukkan kepimpinan berasaskan rundingan mempunyai kesan positif yang signifikan terhadap prestasi akademik ($\beta=0.963$, $p<0.01$) dan kemahiran penyelesaian konflik ($\beta=0.980$, $p<0.01$). Selain itu, kemahiran penyelesaian konflik juga memberi kesan positif terhadap hasil akademik secara langsung ($\beta=0.618$ $p<0.01$) dan memainkan peranan perantaraan separa antara kepimpinan rundingan dan kejayaan akademik (kesan perantaraan $\beta=0.606$, $p<0.01$). Kajian ini menekankan bahawa kepimpinan rundingan memberi pengaruh secara langsung dan tidak langsung terhadap kejayaan akademik ($\beta=0.146$, $P<0.05$) melalui keupayaan penyelesaian konflik. Dapatan ini menegaskan kepentingan aktiviti berstruktur dalam membentuk kepimpinan rundingan dan kejayaan akademik melalui pengurusan konflik yang berkesan. Ia mencadangkan implikasi praktikal bagi pentadbir universiti, pendidik dan pembuat dasar; Penggabungan latihan kepimpinan dan pengurusan konflik melalui aktiviti kokurikulum ke dalam struktur kurikulum dapat menyokong pembangunan pelajar yang holistik dan meningkatkan prestasi akademik.

Kata Kunci: NLS Pelajar, Penyelesaian Konflik, Prestasi Pelajar, Kemahiran Perundingan, Kepimpinan Pelajar

ABSTRACT

Incorporating student leadership, sports activities, and conflict-resolution training into the curriculum is believed to foster essential life skills, strengthen social bonds, and increase student engagement, ultimately enhancing academic outcomes. Despite isolated research across psychology, education, and organizational studies, a notable interdisciplinary gap remains in understanding how cognitive, emotional, and behavioral factors collectively shape students' leadership, conflict-resolution abilities, and academic success. This study addresses this gap by investigating whether conflict-resolution skills mediate the relationship between negotiation-based leadership (NLS) and academic performance among university students in Zhejiang Province, China. Employing a quantitative, cross-sectional research design, the study surveyed 1,861 students from three institutions, drawn from a total population of 37,527 for the purpose of assessing extracurricular participation's impact on leadership development, conflict-resolution abilities, and academic outcomes. The findings reveal a strong positive effect of negotiation-based leadership skills on academic performance (β= 0.963, p<0.01) as well as on conflict-resolution skills (β=0.980 p<0.01). Additionally, conflict-resolution skills independently and positively impacted academic outcomes (β= 0.618, p<0.01) and partially mediated the link between negotiation-based leadership and academic achievement (mediation effect β=0.606, p<0.01). The results underscore that negotiation leadership has a direct and indirect influence on academic success (β=0.146, p< 0.05), as mediated by conflict-resolution capabilities. These findings highlight the importance of structured student activities in nurturing negotiation leadership and academic success through effective conflict management. They also suggest practical implications for university administrators, educators, and policymakers: incorporating extracurricular-led conflict management and leadership training into curricula can support holistic student development and performance.

Keywords: Students' NLSs, Conflict Resolution, Student Performance, Negotiation Skills, Students' Leadership

ACKNOWLEDGEMENT

This Ph.D. journey has been wonderful—a dedicated and resilient journey that has consumed countless hours, without which it would not have been completed. Firstly, I would like to take this chance to thank my supervisors, Professor Dr. Yahya Don and Associate Professor Dr. Zulkiflee Bin Daud. The constant guidance, profound insights, and steadfast support they provided for the completion of this work were invaluable. I never doubted that this academic endeavor could be achieved, because their belief and encouragement throughout this process clearly inspired me to always strive for more and keep going. I am so thankful for having such great and inspirational mentors.

I am grateful to my parents above all: the noblest, the most patient, the most solid and stalwart support to my endeavor, whose unconditional love is the very backbone of this achievement. They sacrificed so much and never really got to say it, sacrificed so much that it gave me the emotional strength to be able to get through the obstacles that I faced. They believed in my abilities and supported me endlessly with trust.

I'm grateful to my friends who have been there all the time this Ph.D. road took me. This experience was more manageable and meaningful due to your empathy, companionship and your ability to lift my spirit, even during difficult times. Thank you for letting me have the laughter, understanding and exercises so freely.

Lastly, I would like to thank those who contributed to this in different forms, in form of academics, emotions, and in practice. I thank the university faculty, colleagues and administrative staff for their continuous support. I would also like to thank the people who participated in my research and gave their time and valuable input on this piece of work, which greatly enhanced the quality and the depth of this work.

Finally, I must mention the personal sacrifices that were necessary along this journey. The late nights, the countless revisions, and the moments of doubt were all part of the path that led to this Performance. Each challenge was a lesson, and every obstacle was an opportunity for growth.
This accomplishment is not mine alone—it belongs to everyone who has walked this path with me. Thanks to mentioned above for being a part of this extraordinary journey.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In China HE has experienced marked changes from its elite and exclusive system in the past to its mass and broad-based system today. This evolution is in line with the whole process of the country's development and reflects positive role of the state in the socialization of education (Kim, 2024; Chen & Zhu, 2020; China Ministry of Education, 2023). China Ministry of Education (2023) mentions reform efforts attempt to provide broader access to HE and guarantee that the academic quality remains in pace with global change while rapid international changes take place.

Historically, only a few were able to attend HE in China. Admission into the universities was highly competitive and limited to top ranked students with only some seats reserved for top performing students (China Ministry of Education, 2023; Cai, 2019). It prefered exclusiveness with tight admission requirements and deposited all resources in only a handful of elite institutions. In content, educational policy, curriculum development, and institutional direction, control was therefore kept by the state (Oluwalola, 2021; Shanghai Ranking Consultancy, 2023).

REFERENCES

Abdelaziz, E. M., & Abu-Snieneh, H. M. (2022). The impact of bullying on the mental health and academic achievement of nursing students. *Perspectives in psychiatric care*, *58*(2), 623-634.

Abdelwahed, N. A. A., Soomro, B. A., & Shah, N. (2023). Predicting employee performance through transactional leadership and entrepreneur's passion among the employees of Pakistan. *Asia Pacific Management Review*, *28*(1), 60-68.

Abosede, S. C., & Adekunle, D. (2023). Influence of Principals' Conflict Resolution Skills on Teachers' Commitment in Public Secondary Schools in Ogun State. *Journal of Education in Black Sea Region*, *9*(1), 61-69.

Adhikari, D. R., & Shrestha, P. (2023). Knowledge management initiatives for achieving sustainable development goal 4.7: higher education institutions' stakeholder perspectives. *Journal of Knowledge Management*, *27*(4), 1109-1139.

Adhikari, N. P., & Budhathoki, J. K. (2023). The administrative skills of head teacher in educational institutions. *International Research Journal of Parroha*, *2*(2), 69-79.

Aeon, B., Faber, A., & Panaccio, A. (2021). Does time management work? A meta-analysis. *PloS one*, *16*(1), e0245066.

agach, D., & Wieczorek-Kosmala, M. (2020). The challenges and opportunities for ERM post-COVID-19: Agendas for future research. Journal of Risk and Financial Management, 13(12), 323.

Ainsworth, J. (2021). Team-based learning in professional writing courses for accounting graduates: Positive impacts on student engagement, accountability and satisfaction. *Accounting Education*, *30*(3), 234-257.

Akanbi, K. L., Bolarinwa, K. I., & Taofeeq, R. A. (2024). Evaluation of Conflict Management Styles and Employee Performance in the Academia: A Focus on Tertiary Institutions in Kwara State.

Akhavan Tabassi, A., Bryde, D. J., Michaelides, R., Bamford, D., & Argyropoulou, M. (2024). Leaders, conflict, and team coordination: a relational leadership approach in temporary organisations. *Production Planning & Control*, 1-21.

Albreiki, B., Zaki, N., & Alashwal, H. (2021). A systematic literature review of student'performance prediction using machine learning techniques. *Education Sciences*, *11*(9), 552.

Alkan, E., & Özgenel, M. (2024). The Pattern of Relationships Between School Context, Teachers' Characteristics and Performances, and School Principals' Conflict Resolution Styles and School Happiness. *Hayef: journal of education (Online)*.

Allen, S. J., Rosch, D. M., & Riggio, R. E. (2022). Advancing leadership education and development: Integrating adult learning theory. *Journal of Management Education*, *46*(2), 252-283.

Alsubaie, M. A. (2022). Distance education and the social literacy of elementary school students during the COVID-19 pandemic. *Heliyon*, *8*(7).

Alyami, A., Abdulwahed, A., Azhar, A., Binsaddik, A., & Bafaraj, S. M. (2021). Impact of time-management on the student's academic performance: A cross-sectional study. *Creative Education*, *12*(3), 471-485.

Antón-Solanas, I., Tambo-Lizalde, E., Hamam-Alcober, N., Vanceulebroeck, V., Dehaes, S., Kalkan, I., ... & Huércanos-Esparza, I. (2021). Nursing students' experience of learning cultural competence. *PLoS One*, *16*(12), e0259802.

Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing Educational Institutions: School Heads' Leadership Practices and Teachers' Performance. *International Journal of Evaluation and Research in Education*, *10*(4), 1325-1333.

Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing Educational Institutions: School Heads' Leadership Practices and Teachers' Performance. *International Journal of Evaluation and Research in Education*, *10*(4), 1325-1333.

Aref, E. (2024, June). Team Dynamics And Conflict Resolution: Integrating Generative AI in Project-Based Learning to Support Student Performance. In *2024 ASEE Annual Conference & Exposition*.

Arora, P., Dixit, A., & Sinha, A. (2024). Effect of sibling relationship on development of conflict resolution styles in youth. *International Journal of Interdisciplinary Approaches in Psychology*, *2*(12), 17-46.

Ashwall-Yakar, R. (2022). Resolving Digital Conflicts–Using Community Wisdom for Conflict Resolution Education and Practice in the Digital Era. *Contemporary Trends in Conflict and Communication: Technology and Social Media*, 185.

Aslamiah, A., Abbas, E. W., & Mutiani, M. (2021). 21st-Century skills and social studies education. *The Innovation of Social Studies Journal*, *2*(2), 82-92.

Asselman, A., Khaldi, M., & Aammou, S. (2023). Enhancing the prediction of student performance based on the machine learning XGBoost algorithm. *Interactive Learning Environments*, *31*(6), 3360-3379.

Aucejo, E. M., French, J., Araya, M. P. U., & Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. Journal of public economics, 191, 104271.

August, V. (2022). Understanding democratic conflicts: The failures of agonistic theory. European Journal of Political Theory.

Avruch, K. (2022). Culture and conflict resolution. In *The Palgrave Encyclopedia of Peace and Conflict Studies* (pp. 254-259). Cham: Springer International Publishing.

Aziz, T., & Badruzaman, A. (2022). Conflict Resolution according to KH. Sholeh Darat: A Study of the Interpretation of Fayḍ al-Raḥmān. *QOF*, *6*(2), 199-218.

Bao, W. (2020). COVID‑19 and online teaching in higher education: A case study of peking university. Human Behavior and Emerging Technologies, 2(2),pg. 113-115.

Belešová, M. Najčastejší spôsob riešenia konfliktov medzi stredoškolákmi The most common way of resolving conflicts between high school students. *SCHOLA NOVA, QUO VADIS?*, 21.

Bellibaş, M. Ş., Kılınç, A. Ç., & Polatcan, M. (2021). The moderation role of transformational leadership in the effect of instructional leadership on teacher professional learning and instructional practice: An integrated leadership perspective. *Educational Administration Quarterly*, *57*(5), 776-814.

Belvin, K. G. (2023). *Exploring Conflict Resolution Strategies with Fifth Grade Students Through Practitioner Inquiry* (Doctoral dissertation, University of Florida).

Bergdahl, N., & Bond, M. (2022). Negotiating (dis-) engagement in K-12 blended learning. *Education and Information Technologies*, *27*(2), 2635-2660.

Beske-Janssen, P., Johnsen, T., Constant, F., & Wieland, A. (2023). New competences enhancing Procurement's contribution to innovation and sustainability. *Journal of Purchasing and Supply Management*, *29*(3), 100847.

Blegur, J., Haq, A. H. B., & Barida, M. (2023). Assertiveness as a new strategy for physical education students to maintain academic performance. *The Qualitative Report*, *28*(3), 865-885.

225

Boothby, E. J., Cooney, G., & Schweitzer, M. E. (2023). Embracing complexity: A review of negotiation research. *Annual Review of Psychology*, *74*(1), 299-332.

Bruce, M. J., Chang, A., Evans, L., Streb, M., Dehon, J., & Handal, P. J. (2024). Relationship of conflict, conflict avoidance, and conflict resolution to psychological adjustment. *Psychological reports*, *127*(5), 2324-2333.

Cai, Y. (2019). From an Elite-oriented System to a Mass System: Expansion and the role of the state in chinese higher education. Higher Education, 77(3), 581-596

Caldeborg, A. (2022). Physical contact in physical education–immigrant students' perspectives. *Sport, Education and Society*, *27*(1), 72-84.

Calder, N., Jafri, M., & Guo, L. (2021). Mathematics education students' experiences during lockdown: Managing collaboration in elearning. *Education Sciences*, *11*(4), 191.

Casalís, D. R. S., & Carralero, A. A. Pedagogical strategy to form the conflict resolution competence in Sociology students.

Čehajić-Clancy, S., & Bilewicz, M. (2021). Moral-exemplar intervention: A new paradigm for conflict resolution and intergroup reconciliation. *Current Directions in Psychological Science*, *30*(4), 335-342.

Chamizo-Nieto, M. T., Arrivillaga, C., Rey, L., & Extremera, N. (2021). The role of emotional intelligence, the teacher-student relationship, and flourishing on

academic performance in adolescents: a moderated mediation study. *Frontiers in psychology*, *12*, 695067.

Chaudhry, I. S., Sarwary, S. A. M., El Refae, G. A., & Chabchoub, H. (2023). Time to revisit existing student's performance evaluation approach in higher education sector in a new era of ChatGPT—A case study. *Cogent Education*, *10*(1), 2210461.

Chawla, K., Ramirez, J., Clever, R., Lucas, G., May, J., & Gratch, J. (2021). CaSiNo: A corpus of campsite negotiation dialogues for automatic negotiation systems. *arXiv preprint arXiv:2103.15721*.

Chen, R. H. (2021). Fostering students' workplace communicative competence and collaborative mindset through an inquiry-based learning design. *Education sciences*, *11*(1), 17.

Cherotich, K. P., Nicholas, K. M., Bomet, E. J., & Lugulu, J. (2024). Teachers' Participation in Decision Making: An Investigation on Teacher-Administration Conflict Management and its Effects on Students Academic Performance in Private Secondary Schools, in Uasin Gishu, County, Kenya. East African Journal of Education Studies, 7(3), 297-311.

Chu, S. T., Hwang, G. J., & Tu, Y. F. (2022). Artificial intelligence-based robots in education: A systematic review of selected SSCI publications. *Computers and education: Artificial intelligence*, *3*, 100091.

Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: Testing a multilevel mediation model. *Educational Management Administration & Leadership*, *51*(1), 95-115.

Cox, J. S., & Mullen, C. A. (2023). Impacting student achievement: Principals' instructional leadership practice in two Title I rural schools. *Journal of School Leadership*, *33*(1), 3-25.

Cox, J. S., & Mullen, C. A. (2023). Impacting student achievement: Principals' instructional leadership practice in two Title I rural schools. *Journal of School Leadership*, *33*(1), 3-25.

Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., & Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. Journal of Applied Learning & Teaching, 3(1), 1-20.

Crawford, T. (2024). High Conflict Resolution: The Effects of Child Custody Petitions and Agreements on the Custodial Outcome of Dissolutions of Marriage.

Dai, Y. (2023). Negotiation of epistemological understandings and teaching practices between primary teachers and scientists about artificial intelligence in professional development. *Research in Science Education*, *53*(3), 577-591.

Dannals, J. E., Zlatev, J. J., Halevy, N., & Neale, M. A. (2021). The dynamics of gender and alternatives in negotiation. *Journal of Applied Psychology*, *106*(11), 1655.

Dasopang, M. D., Nasution, I. F., & Lubis, A. H. (2023). The role of religious and cultural education as a resolution of radicalism conflict in Sibolga community. HTS Teologiese Studies/Theological Studies, 79(1), 8469.

Dhilipan, J., Vijayalakshmi, N., Suriya, S., & Christopher, A. (2021, February). Prediction of students performance using machine learning. In *IOP conference series: Materials science and engineering* (Vol. 1055, No. 1, p. 012122). IOP Publishing.

Dinnar, S. M., Dede, C., Johnson, E., Straub, C., & Korjus, K. (2021). Artificial intelligence and technology in teaching negotiation. *Negotiation Journal*, *37*(1), 65-82.

Dissanayake, B., Valente, S., & Kodagoda, T. (2024). Emotional Intelligence and Conflict Resolution in University Students: The Moderating effect of the Need for Power. *Electronic Journal of Research in Education Psychology*, *22*(64), 649-670.

Domínguez Figaredo, D., Gil Jaurena, I., & Morentin Encina, J. (2022). The impact of rapid adoption of online assessment on students' performance and perceptions: Evidence from a distance learning university.

Drâmbă, S. M. (2024). Emotional intelligence and its role in the choice of conflict resolution strategies in the school environment. *Journal of Romanian Literary Studies*, (37), 869-875.

Duchatelet, D., Spooren, P., Bursens, P., Gijbels, D., & Donche, V. (2021). Explaining self-efficacy development in an authentic higher education learning context of role-play simulations. *Studies in Educational Evaluation*, *68*, 100940.

Fakhretdinova, G. N., Osipov, P., & Dulalaeva, L. P. (2021). Extracurricular activities as an important tool in developing soft skills. In *Educating Engineers for Future Industrial Revolutions: Proceedings of the 23rd International Conference on Interactive Collaborative Learning (ICL2020), Volume 2 23* (pp. 480-487). Springer International Publishing.

Fang, F., & Hu, G. (2022). English medium instruction, identity construction and negotiation of Teochew-speaking learners of English. *Journal of Multilingual and Multicultural Development*, 1-16.

Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education*, *38*(1), 109-130.

Fernandes, S., Dinis-Carvalho, J., & Ferreira-Oliveira, A. T. (2021). Improving the performance of student teams in project-based learning with scrum. *Education sciences*, *11*(8), 444.

Folger, J. P., Poole, M. S., & Stutman, R. K. (2021). *Working through conflict: Strategies for relationships, groups, and organizations*. Routledge.

Gafurovich, K. O. (2023). GENERAL EDUCATION SCHOOL STUDENTS'REFLECTIVE MODEL FOR DEVELOPING CONFLICT MANAGEMENT CULTURE. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, *4*(07), 27-33.

Gao, F. (2021). Negotiation of native linguistic ideology and cultural identities in English learning: a cultural schema perspective. *Journal of Multilingual and Multicultural Development*, *42*(6), 551-564.

García-Álvarez, J., Vázquez-Rodríguez, A., Quiroga-Carrillo, A., & Priegue Caamaño, D. (2022). Transversal competencies for employability in university graduates: A systematic review from the employers' perspective. *Education Sciences*, *12*(3), 204.

García-Martínez, I., Fernández-Batanero, J. M., Fernández-Cerero, J., & León, S. P. (2023). Analysing the impact of artificial intelligence and computational sciences on student performance: Systematic review and meta-analysis. *Journal of New Approaches in Educational Research*, *12*(1), 171-197.

Gaurifa, M., & Harefa, D. (2024). LEARNING MATHEMATICS IN TELUKDALAM MARKET: CALCULATING PRICES AND MONEY IN LOCAL TRADE. *Afore: Jurnal Pendidikan Matematika*, *3*(2), 97-107.

Gayatri, P., Sit, H., Chen, S., & Li, H. (2023). Sustainable EFL blended education in Indonesia: Practical recommendations. *Sustainability*, *15*(3), 2254.

Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education*, *52*(1), 1-21.

Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education*, *52*(1), 1-21.

Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies*, *26*(6), 6923-6947.

Governor, D., Lombardi, D., & Duffield, C. (2021). Negotiations in scientific argumentation: An interpersonal analysis. *Journal of Research in Science Teaching*, *58*(9), 1389-1424.

Green, A. L., Ferrante, S., Boaz, T. L., Kutash, K., & Wheeldon-Reece, B. (2021). Social and emotional learning during early adolescence: Effectiveness of a classroom-based SEL program for middle school students. *Psychology in the Schools*, *58*(6), 1056-1069.

Griffith, M., & Alemu, Y. (2024). An Analysis: Interpersonal Conflict Resolution in Children's Television. *Concordia Journal of Communication Research*, *9*(1), 2.

Gunasingha, R. M. K. D., Lee, H. J., Zhao, C., & Clay, A. (2023). Conflict resolution styles and skills and variation among medical students. *BMC medical education*, *23*(1), 246.

Gupta, N., & Etzkowitz, H. (2021). Women founders in a high-tech incubator: negotiating entrepreneurial identity in the Indian socio-cultural context. *International Journal of Gender and Entrepreneurship*, *13*(4), 353-372.

232

Hamaguchi, M., Matsuzaka, M. H., Oyamada, E., Ichihashi, K., Cisse, M. H., & Watanabe, Y. Institution Design for Conflict Resolution and Negotiation---Theory and Praxis---.

Hanum, S. H., Syevila, S., & Azzahra, A. P. (2024). INTERPERSONAL COMMUNICATION STRATEGIES IN MANAGING CLASSROOM CONFLICT TEACHER AND STUDENT PERSPECTIVES. *International Journal of Educational Innovation and Science Development Research*, *1*(3), 1-12.

Harriott, S. A. (Ed.). (2024). *Comprehensive Approaches to Conflict Resolution*. IGI Global.

Hartmann-Piraudeau, A. (2022). Negotiation as a part of mediation. In mediators in the leading role-understanding and actively managing mediation (pp. 17-25). Springer, Wiesbaden.

Haw, J. Y. (2022). The roles of need-supportive social contexts and autonomous motivation in teaching and learning: A self-determination perspective. Unpublished Doctoral

Heidelburg, K., Phelps, C., & Collins, T. A. (2022). Reconceptualizing school safety for Black students. *School psychology international*, *43*(6), 591-612.

Herman, K. C., Reinke, W. M., Dong, N., & Bradshaw, C. P. (2022). Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. Journal of Educational Psychology, 114(1), 144.

Hussein, B. (2021). Addressing collaboration challenges in project-based learning: The student's perspective. *Education Sciences*, *11*(8), 434.

Ile, O. J. (2024). Literary Studies in the 21st Century: Practical Implication for Ethnic Conflict and Conflict Resolution Using Cyprian Ekwensi's Iska. *NIGERIAN JOURNAL OF ARTS AND HUMANITIES (NJAH)*, *4*(1).

ishra, P., Singh, U., Pandey, C. M., Mishra, P., & Pandey, G. (2019). Application of student's t-test, analysis of variance, and covariance. Annals of Cardiac Anesthesia, 2207.

Jameson, J. K. (2023). *Communication for constructive workplace conflict*. John Wiley & Sons.

Jarus, T., Krupa, T., Mayer, Y., Battalova, A., Bulk, L., Lee, M., ... & Roberts, E. (2023). Negotiating legitimacy and belonging: Disabled students' and practitioners' experience. *Medical Education*, *57*(6), 535-547.

Jitaru, O., Axinte, R., & Vatavu, C. (2022). The role of personal development in students adapting to the academic life. In *Scientific Research and Education in the Air Force Conference*.

Jones, S. R., Torres, V., & Arminio, J. (2021). *Negotiating the complexities of qualitative research in higher education: Essential elements and issues*. Routledge.

Jordan, P. J., & Troth, A. C. (2021). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. In *Emotion and performance* (pp. 195-218). CRC Press.

Jordan, P. J., & Troth, A. C. (2021). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. In *Emotion and performance* (pp. 195-218). CRC Press.

Kapshuk, Y., & Alt, D. (2022). Using digital concept maps in conflict resolution studies: implications for students' argumentative skills, domain-specific knowledge, and academic efficacy. *Frontiers in Psychology*, *13*, 882370.

Khan, A., & Ghosh, S. K. (2021). Student performance analysis and prediction in classroom learning: A review of educational data mining studies. *Education and information technologies*, *26*(1), 205-240.

Kibria, N., & Becerra, W. S. (2021). Deserving immigrants and good advocate mothers: Immigrant mothers' negotiations of special education systems for children with disabilities. *Social problems*, *68*(3), 591-607.

Kim, J. (2024). Leading teachers' perspective on teacher-AI collaboration in education. *Education and Information Technologies*, *29*(7), 8693-8724.

Kim, J. (2024). Leading teachers' perspective on teacher-AI collaboration in education. *Education and Information Technologies*, *29*(7), 8693-8724.

Kınıkoğlu, C. N., & Can, A. (2021). Negotiating the different degrees of precarity in the UK academia during the Covid-19 pandemic. *European Societies*, *23*(S1), S817-S830.

Kirchhoff, E., & Keller, R. (2021, June). Age-specific life skills education in school: A systematic review. In *Frontiers in Education* (Vol. 6, p. 660878). Frontiers Media SA.

Kleib, M., Jackman, D., & Duarte-Wisnesky, U. (2021). Interprofessional simulation to promote teamwork and communication between nursing and respiratory therapy students: a mixed-method research study. *Nurse education today*, *99*, 104816.

Kohlrieser, G., & Kohlrieser, A. (2024). *Hostage at the table: How leaders can overcome conflict, influence others and raise performance*. John Wiley & Sons.

Kokorić, S. B., & Matković, L. (2022). The Correlation Between Self-Esteem And Conflict Resolution in Students' Romantic Partnerships. *Društvene i humanističke studije*, *7*(2 (19)), 711-728.

Kumamoto, T., Yoshida, Y., & Fujima, H. (2023). Evaluating large language models in ransomware negotiation: A comparative analysis of chatgpt and claude.

Laguna-Sánchez, P., Segovia-Pérez, M., Fuente-Cabrero, C. D. L., & Vargas-Pérez, A. M. (2021). A collaborative model for leadership education in high-potential university women students. *Journal of Open Innovation: Technology, Market, and Complexity*, *7*(2), 138.

Leiner, M. (2025). Conclusion: From conflict resolution to reconciliation. In *Alternative approaches in conflict resolution* (pp. 247-261). Cham: Springer Nature Switzerland.

Li, Y., Li, K., Wei, W., Dong, J., Wang, C., Fu, Y., ... & Peng, X. (2021). Critical thinking, emotional intelligence and conflict management styles of medical students: A cross-sectional study. *Thinking Skills and Creativity*, *40*, 100799.

Liu, Y., Wang, J., & Liang, J. (2020). Impact of student leadership on academic performance: Evidence from chinese higher education. Journal of Educational Research, 113(3), 205-216.

Lodi, E., Perrella, L., Lepri, G. L., Scarpa, M. L., & Patrizi, P. (2021). Use of restorative justice and restorative practices at school: A systematic literature review. *International Journal of Environmental Research and Public Health*, *19*(1), 96.

Louis, K. Sruse, S. D. (2021). Creating community in reform: Images of organizational learning in inner-city schools 1. In Organizational learning in schools (pp. 17-45). Taylor & Francis.

Lussier, R. N., & Achua, C. F. (2022). Leadership: Theory, application, and skill development. Sage Publications.

Machingambi, S., & Dzimiri, C. (2024). Exploring the Sources of Conflict in Zimbabwean Teachers' Colleges. *Journal of Culture and Values in Education*, *7*(4), 89-102.

Magana, A. J., Karabiyik, T., Thomas, P., Jaiswal, A., Perera, V., & Dworkin, J. (2022). Teamwork facilitation and conflict resolution training in a HyFlex course during the COVID-19 pandemic. *Journal of Engineering Education*, *111*(2), 446-473.

Mahajan, R., Gupta, P., & Misra, R. (2022). Employability skills framework: a tripartite approach. *Education+ Training*, *64*(3), 360-379.

Malik, F., & Marwaha, R. (2021). Cognitive development. Stat Pearls, NY

Manna, R., & Mete, J. (2021). Population and Sample. International Journal of Resand Analysis in Humanities, 1(1), 30-30.

Mao, J., Wang, J., Xie, Q., Chen, Y., & Gong, Z. (2024). Parental marital conflict and emotional needs in marriage and love of female college students. *Current Psychology*, *43*(40), 31698-31709.

Martínez-Jiménez, R., Pedrosa-Ortega, C., Licerán-Gutiérrez, A., Ruiz-Jiménez, M. C., & García-Martí, E. (2021). Kahoot! as a tool to improve student academic performance in business management subjects. *Sustainability*, *13*(5), 2969.

McGillicuddy, D., & Machowska-Kosciak, M. (2021). Children's right to belong? The psychosocial impact of pedagogy and peer interaction on minority ethnic Children's negotiation of academic and social identities in school. *Education Sciences*, *11*(8), 383.

Meletiadou, E. (2022). Using educational digital storytelling to enhance multilingual students' writing skills in higher education. *IAFOR Journal of Education*, *10*(2), 111-130.

Menkel-Meadow, C. J., Schneider, A. K., & Love, L. P. (2020). Negotiation: processes for problem solving. Aspen Publishing.

Mestre-Segarra, M. Á., & Ruiz-Garrido, M. F. (2022). Examining students' reflections on a collaborative online international learning project in an ICLHE context. *System*, *105*, 102714.

Michael, E., van der Vleuten, C., & Schuwirth, L. (2020). Conflict between clinician teachers and ttudents: the clinician perspective. Advances in Health Sciences Education, 25(2), 401-414.

Mitsea, E., Drigas, A., & Mantas, P. (2021). Soft Skills & Metacognition as Inclusion Amplifiers in the 21 st Century. *International Journal of Online & Biomedical Engineering*, *17*(4).

Mokoginta, K., & Arafah, B. (2022). Negotiation in Indonesian culture: A cultural linguistic analysis of Bahasa Indonesia textbooks. *Theory and Practice in Language Studies*, *12*(4), 691-701.

Morales-Doyle, D., Varelas, M., Segura, D., & Bernal-Munera, M. (2021). Access, dissent, ethics, and politics: Pre-service teachers negotiating conceptions of the work of teaching science for equity. *Cognition and Instruction*, *39*(1), 35-64.

Murat, B. A. L., & ALTINBAÅ, O. (2021). Evaluation of Conflict and Resolution Strategies of Administrators According to Teacher Views. *Revista Argentina de Clínica Psicológica*, *30*(1), 143.

Nafula, E. W., Omachar, B. S., & Kariuki, M. (2023). School Mechanisms and Socialization of Student Leaders in Conflict Mediation in Lugari Sub County, Kakamega County, Kenya. *The Educator: A Journal of the School of Education, Moi University*, *3*(1), 242-259.

Nalaskowski, F. (2019). Indoor education in Poland during the Covid-19. Dialogo, 6(2), 57-62.

Nandonde, F. A. (2023). Preparation for Business Negotiation at the Livestock Auction Market in Tanzania: The Case of Maasai Livestock Traders. In *Casebook of Indigenous Business Practices in Africa: Trade, Production and Financial Services–Volume 2* (pp. 41-51). Emerald Publishing Limited.

Nash, M., & Churchill, B. (2020). Caring during 19: A gendered analysis of Australian university responses to managing remote working and caring responsibilities. Gender, Work & Organn, 27(5), 833-846.

Ndidi, E. E. (2023). Conflict resolution techniques for student's effective management in public secondary schools in onitsha south education zone of anambra state. *Aku: An African Journal of Contemporary Research*, *4*(4).

Nipapon, P., & Worapongpat, N. (2024). Management of the student care and support system in educational institutions under the jurisdiction of Kamphaeng Phet

Primary Educational Service Area Office 2. *Journal of Public and Private Issues*, *1*(3), 134-144.

Ntawiha, P., Otieno, M. A., Byishimo, Y., & Ahimana, E. (2022). Peace and conflict resolution in pre-service teacher training programs in Rwanda: human rights education perspective. *East African Journal of Education and Social Sciences*, *3*(6), 138-148.

Nyoach, T. D., Debela, K. L., Debela, T., & Kant, S. (2024). Does organizational commitment mediate the relationship between employee relationship management and bank performance? The case of banks in Ethiopia. *International Journal of Organizational Leadership*, *13*(2).

O'Dowd, R. (2021). What do students learn in virtual exchange? A qualitative content analysis of learning outcomes across multiple exchanges. *International Journal of Educational Research*, *109*, 101804.

OECD. . PISA 2018 results. Retrieved from [OECD website].

Ogunsanwo, M. A. (2021). Conflict Management Strategies as Predictor of Peace Culture among Undergraduate Students in Ogun State, Nigeria. *NIU Journal of Social Sciences*, *7*(1), 155-160.

Oluwalola, K. F. (2021). Soft skills required of business education graduates: Perception of students and lecturers of colleges of education in Oyo State. *Kashere Journal of Education*, *2*(2), 239-249.

Ononye, U., Ndudi, F., Bereprebofa, D., & Maduemezia, I. (2022). Academic resilience, emotional intelligence, and academic performance among undergraduate students. *Knowledge and Performance Management*, *6*(1), 1.

Oosthuizen, H., De Lange, P., Wilmshurst, T., & Beatson, N. (2021). Teamwork in the accounting curriculum: Stakeholder expectations, accounting students' value proposition, and instructors' guidance. *Accounting Education*, *30*(2), 131-158.

Özdemir, S., & Pınar, Ş. E. (2024). The effect of education given to university students on attitude towards violence against women conflict and awareness levels. *Kırşehir Ahi Evran Üniversitesi Sağlık Bilimleri Dergisi*, *8*(2), 130-156.

Paes, T. M., Duncan, R., Purpura, D. J., & Schmitt, S. (2021). The relations between teacher-child closeness and conflict in preschool and children's outcomes in kindergart
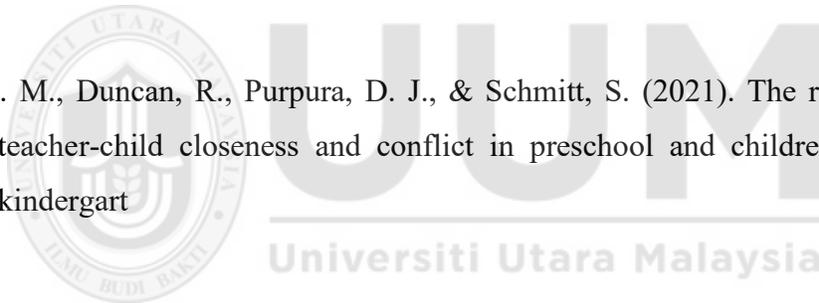
Pallathadka, H., Wenda, A., Ramirez-Asís, E., Asís-López, M., Flores-Albornoz, J., & Phasinam, K. (2023). Classification and prediction of student performance data using various machine learning algorithms. *Materials today: proceedings*, *80*, 3782-3785.

Paramansyah, A., & Rostandi, U. D. (2022). Implementation Of Education Management In The Era Of Society 5.0. *Edukasi Islami: Jurnal Pendidikan Islam*, *11*(001), 141-152.

Parczewska, T. (2021). Difficult situations and ways of coping with them in the experiences of parents homeschooling their children during the COVID-19 pandemic in Poland. Education 3-13, 49(7-900.

Park, J., Rahman, H. A., Suh, J., & Hussin, H. (2019). A study of integrative bargaining model with argumentation-based negotiation. Sustainability, 11(23), 6832.

Park, L.E., Crocker, J., Kiefer, A.K. 2007. Contingencies of self-worth, academic failure, and goal pursuit. Personality and Social Psychology Bulletin 33(11): 1503-1517.

Parkhomenko, O., & Kvitka, Y. (2022). The conflict management system of higher education institutions: new opportunities for improving. *Mediation in progress*, 7.

Pasion, R., Dias-Oliveira, E., Camacho, A., Morais, C., & Franco. (2020). Impact of COVID-19 on undergraduate business students: A longitudinal study on academic motivation, engagement and attachment to university. Accounting Research Journal.

Peña-Pincheira, R. S., & De Costa, P. I. (2021). Language teacher agency for educational justice–oriented work: An ecological model. *Tesol Journal*, *12*(2), e561.

Peña-Pincheira, R. S., & De Costa, P. I. (2021). Language teacher agency for educational justice–oriented work: An ecological model. *Tesol Journal*, *12*(2), e561.

Peng, X., & Xu, Q. (2020). Investigating learners' behaviors and discourse content in MOOC course reviews. Computers & Education, 143, 103673.

Perusso, A., & Wagenaar, R. (2022). The state of work-based learning development in EU higher education: learnings from the WEXHE project. *Studies in Higher Education*, *47*(7), 1423-1439.

Pho, D. H., Nguyen, X. A., Luong, D. guyen, H. T., Vu, T. P. T., & Nguyen, T. T. T. (2020). Data on vietnamese students' acceptance of using vats for distance learning during the COVID-19 pandemic. Data, 5(3), 83.

Picard, C., Hardebolle, C., Tormey, R., & Schiffmann, J. (2022). Which professional skills do students learn in engineering team-based projects. *European Journal of Engineering Education*, *47*(2), 314-332.

Poling, D. V., Van Loan, C. L., Garwood, J. D., Zhang, S., & Riddle, D. (2022). Enhancing teacher-student relationship quality: A narrative review of school-based interventions. *Educational Research Review*, *37*, 100459.

Purwanto, M. B., Hartono, R., & Wahyuni, S. (2023). Essential skills challenges for the 21st century graduates: Creating a generation of high-level competence in the industrial revolution 4.0 era. Asian Journal of Applied Education (AJAE), 2(3), 279-292.

Puryanto, S. (2023). Conflict Resolution in the Interactionism Symbolyc Prespective. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, *5*(4), 2597-2602.

Putra, L. S. A., Wigyarinto, F. T. P., Tjahjamoorniarsih, N., Kusumawardhani, E., Gunawan, V. A., Saragih, A. S., & Suryani, L. (2024). Overcoming conflict

resolution with android application-based learning: Design, development, and implementation of a case study. *Journal of Theoretical and Applied Information Technology*, *102*(5), 2084-2098.

Quainoo, E. A., Quansah, F., Adams, F. oku, E. (2020). Comparative review of educational reforms, policies, and systems: A case of China and Ghana. Journal of Comparatudies and International Education, 2(1), 5-21.

Rachmad, Y. E. (2022). Psychological Leadership Theory.

Rapoza, S. A. (2024). *Towards a Behavioral Model of Conflict Resolution* (Doctoral dissertation, Cambridge College).

Rinaldi, J. A., & Mayes, C. (2022). *Learning compassion: Conflict resolution through education and therapy*. Rowman & Littlefield.

Rizun, M., & Strzelecki, A. (2020). Students' acceptance ofovid-19 impact on shifting Higher education to distance learning in Poland. International Journal of Environmental Rh and Public Health, 17(18), 6468.

Robertson, S. L., & Beech, J. (2024). 'Promises promises': international organisations, promissory legitimacy and the re-negotiation of education futures. *Comparative Education*, *60*(3), 423-440.

Rubab, U. (2022). e., & Yousuf, MI (2022). *Peace Education: An Effective Tool for Conflict Resolution. Global*, *7*, 232-241.

Ryökkynen, S., & Räty, K. (2022). Vocational special needs teachers promoting inclusion in Finnish vocational education and training.

Sa'odah, Maftuh, B., & Malihah, E. (2024). Conflict and resolution: the ethics of forgiveness, revenge, and punishment: by Paula Satne & Krisanna M. Scheiter (Eds.), Camp, Springer, 2022, XI+ 327 pp. EUR 96.29 (eBook) ISBN: 978-3-030-77807-1; EUR 119.99 (Hardcover) ISBN: 978-3-030-77806-4.

Saari, A., Rasul, M. S., Yasin, R. M., Rauf, R. A. A., Ashari, Z. H. M., & Pranita, D. (2021). Skills sets for workforce in the 4th industrial revolution: Expectation from authorities and industrial players. *Journal of Technical Education and Training*, *13*(2), 1-9.

Saba, N., Khaliq, A. A., & Bashir, S. (2023). Impact of Work-family Conflict on Marital Satisfaction with Mediating Role of Conflict Resolution Strategies. Human Nature Journal of Social Sciences, 4(2), 635-645.

Sakaimbo, K. G., Simuyaba, E., & Nsama, P. (2023). Exploring the Conflict Management Strategies Used by Administrators: A Case Study of Selected Mission Schools in Monze District, Zambia. *Asian Journal of Education and Social Studies*, *38*(2), 25-32.

Salamzadeh, A., Tajpour, M., & Hosseini, E. (2022). Measuring the impact of simulation-based teaching on entrepreneurial skills of the MBA/DBA students. In *Technology and entrepreneurship Education: Adopting creative digital approaches to learning and teaching* (pp. 77-104). Cham: Springer International Publishing.

Sarfraz, M., Khawaja, K. F., & Ivascu, L. (2022). Factors affecting business school students' performance during the COVID-19 pandemic: A moderated and mediated model. *The International Journal of Management Education*, *20*(2), 100630.

Sata, J. (2025). The psychology of conflict: a comprehensive analysis of its underlying causes and advanced approaches to resolution. *Communication theory*, *1*, 3.

Schaller, M. D., & Gatesman-Ammer, A. (2022). Introducing conflict resolution and negotiation training into a biomedical sciences graduate curriculum. *BMC Medical Education*, *22*(1), 419.

Schaller, M. D., & Gatesman-Ammer, A. (2022). Introducing conflict resolution and negotiation training into a biomedical sciences graduate curriculum. *BMC Medical Education*, *22*(1), 419.

Schoen, R. (2021). Getting to Yes i cross-cultural-context: 'one size doesn't fit all'–a critical review of principled negotiations across borders. International Journal flict Management.

Shanghai Ranking Consultancy. (2023). Academic ranking of world Universities 2023. Retrieved from [ShanghaiRanking website].

Sharma, P. (2021). *Soft Skills 3rd Edition: Personality Development for Life Success (English Edition)*. BPB publications.

Sinha, R., Chiu, C. Y., & Sr, S. B. (2021). Shared leadership and relationship conflict in teams: The moderating role of team power base diversity. Journal of Organizational Behavior, 42(5), 649-66

Song, A., & Ren, Z. (2022). Distressing experiences of Chinese schooling winners: School infiltration in Chinese family parentignitive Education, 9(1), 2034245.

Staszkiewicz, P., Chomiak-Orsa, I., & Staszkiewicz, I. (2020). Dynamics of the Covid-19 contand mortality: Country factors, social media, and market response evidence from a global panel analysis. Journal Access, 8, 106009-106022.

Stein, E. (2023). Effects of Character Education on Independent Conflict Resolution.

Steinmayr, R., Crede, J., McElvany, N., thwein, L. . Subjective well-being, test anxiety, Students' Performance: Testing for reciprocal effects. Frontiers in Psychology, 6, 1994.

Strauss, V. (2013 December). Nelson Mandela on the power of education. Washington Post.

Strzelecki, A., Azevedo, A., & Albuquerque, A. (2020, September). Correlation betwee spread of COVID-19 and the interest in personal protective measures in Poland and Portugal. In Healthcare (Vol. 8, No. 3, p. 203). Multidisciplinary Digital Publishing Institute.

Sula, G., Haxhihyseni, S., & Noti, K. (2021). Wikis as a tool for co-constructed learning in higher education–An exploratory study in an Albanian higher

education. *International Journal of Emerging Technologies in Learning (iJET)*, *16*(24), 191-204.

Sung, C. C. M. (2023). International students' identity negotiation in the context of international education: Experiences of Burmese students in Hong Kong. *Research Papers in Education*, *38*(6), 987-1007.

Suriansyah, A., Agusta, A. R., & Setiawan, A. (2021, February). ANTASARI's Developing Blended Learning Model Based on Ecopedagogy Study to Improve Ecological Awareness, Soft and Social Skills on Elementary Education. In *2nd International Conference on Social Sciences Education (ICSSE 2020)* (pp. 21-47). Atlantis Press.

Szenes, E., & Tilakaratna, N. (2021). Deconstructing critical reflection in social work and business: Negotiating emotions and opinions in reflective writing. *Journal of English for Academic Purposes*, *49*, 100931.

Thacker, N. E., Minton, C. A. B., & Riley, K. B. (2021). Marginalized counselor educators' experiences negotiating identity: A narrative inquiry. *Counselor Education and Supervision*, *60*(2), 94-111.

Tinh, D. T., Thuy, N. T., & Ngoc Huy, D. T. (2021). Doing Business Research and Teaching Methodology for Undergraduate, Postgraduate and Doctoral Students-Case in Various Markets Including Vietnam. *Ilkogretim Online*, *20*(1).

Tormey, R. (2021). Rethinking student-teacher relationships in higher education: a multidimensional approach. Higher Education, 82(5), 993-1011.

Trujillo, M. A., Bowland, S. Y., Myers, L. J., Richards, P. M., & Roy, B. (Eds.). (2022). *Re-centering culture and knowledge in conflict resolution practice*. Syracuse University Press.

Tsang, J. T., So, M. K., Chong, A. C., Lam, B. S., & Chu, A. M. (2021). Higher education during the Pandemic: the predictive factors of learning effectiveness in COVID-19 online learning. Education Sciences, 11(8), 446.

Tshikudu, T. (2021). Conflict management systems used to promote employee relations in the botswana education sector. European Journal of Social Law, 51(2).

Tushar, H., & Sooraksa, N. (2023). Global employability skills in the 21st century workplace: A semi-systematic literature review. *Heliyon*, *9*(11).

Twenge, J. M., Spitzberg, B. H., & Campbell, W. K. (2019). Less in-person social interaction with peers among US adolescents in the 21st century and links to loneliness. Journal of Social and Personal Relationsh6(6), 1892-1913.

Tyas, E. H., & Naibaho, L. (2021). HOTS learning model improves the quality of education. International Journal of Research, 9(1), 176-182.

Valente, S., & Lourenço, A. A. (2020, February). Conflict in the classroom: How teachers' emotional intelligence influences conflict management. Frontiers in Education (Vol. 5).

Vallone, F., Dell'Aquila, E., Dolce, P., Marocco, D., & Zurlo, M. C. (2022). Teachers' multicultural personality traits as predictors of intercultural conflict management

styles: Evidence from five European countries. *International Journal of Intercultural Relations*, *87*, 51-64.

Van Jaarsveld, L., Mentz, P. J., & Ellis, S. (2019). Implementing the multifactor leadership questionnaire (MLQ) in a challenginext: results from a large-scale quantitative study. International Journal of Educational Management, 33(4), 604-613.

Vasileiadou, D., & Karadimitriou, K. (2021). Examining the impact of self-assessment with the use of rubrics on primary school students' performance. *International Journal of Educational Research Open*, *2*, 100031.

Wade-Jaimes, K., King, N. S., & Schwartz, R. (2021). "You could like science and not be a science person": Black girls' negotiation of space and identity in science. *Science Education*, *105*(5), 855-879.

Walker, A., & Qian, H. . Review of research on school principal leadership in mainland China, 1998–2013: Continuity and change. l of Educational Administration, 53(4), 467-491.

Wallwey, C. (2024, October). Centering Engineering Students' Voices Through Course Syllabus Negotiations & Co-Creation. In *2024 IEEE Frontiers in Education Conference (FIE)* (pp. 1-8). IEEE.

Walsh, F. (2020). Loss and resilience in the time of COVID‐19: Meaning making, hope, and transcendence. Famicess, 59(3), 898-911.

Wang, L. (2022). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in psychology*, *12*, 810559.

Wang, M., & Ho, D. (2020). Making sense of teacher leadership in early childhood education in China. International Journal of Leadership in Education, 23(3), 300-314.

Wang, N., & Wu, G. (2020). A systematic approach to effective conflict management for program. Sage Open, 10(1),

Wang, S., Peng, M. Y. P., Xu, Y., Simbi, V. T., Lin, K. H., & Teng, T. C. (2020). ers' transformational leadership and students' employability development: A social cognitive career perspective. Social Behavior and Personality: An International Journal, 48(55.

Wang, X., Chen, Z., & Zhang, Y. (2020). Physical Activity and Students' Performance among university students in China. Journal of American College Health, 68(4), 432-438.

Weatherspoon, T. L. (2020). Targeting Autonomous Behavior in Students in a High Poverool, Unpublished Doctoral Dissertation, North Central University, USA

Werang, B. R., Agung, A. A. G., Jampel, I. N., Sujana, I. W., & Asaloei, S. I. (2023). Exploring the outside-the-box leadership of an Indonesian school principal: A qualitative case study. *Cogent Education*, *10*(2), 2255091.

Widad, A., & Abdellah, G. (2022). Strategies used to teach soft skills in undergraduate nursing education: a scoping review. *Journal of Professional Nursing*, *42*, 209-218.

Wike, R. E. (2025). Educating students for peace, conflict resolution and productivity in public secondary schools in rivers state. *BW Academic Journal*, *2*, 26-40.

Williams, D. (2021). Negotiating opposition to positive sexuality research, practice, and education: Insights from personal reflection. *Journal of Positive Sexuality*, *7*(1).

Winer, S., Salazar, L. R., Anderson, A. M., & Busch, M. (2023). Resolving conflict in interpersonal relationships using passive, aggressive, and assertive verbal statements. *International Journal of Conflict Management*, *35*(2), 334-359.

Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning perspective. *Educational Psychology Review*, *33*(4), 1319-1351.

Woolley, R. (2020). Tackling controversial issues in primary education: perceptions and experiences of s teachers. Religions, 11(4), 184.

Xie, R., & Jiang, J. (2022). Creativity: the effectiveness of teacher–student conflict. *International journal of environmental research and public health*, *19*(3), 1628.

Xiong, Y., Huang, Z. E., Peng, W. L., Fu, Y. Q., Li, Z. H., Chen, Y. H., ... & Chen, W. J. (2025). Factors influencing constructive conflict management style of nursing interns: a structural equation modeling approach based on the self-determination theory. *BMC nursing*, *24*(1), 217.

Xu, Y., Brooks, C., Gao, J., & Kitto, E. (2025). The manifestations of universality and cultural specificity in national curriculum policy frameworks: Negotiations for culturally reflective practice in early childhood education. *Pedagogy, Culture & Society*, *33*(2), 655-674.

Xuan, X., Xue, Y., Zhang, C., Luo, Y., Jiang, W., Qi, M., & Wang, Y. (2019). Relationship school socioeconomic status, teacher-student relationship, and middle school students' Students' Performance in China: Using the multilevel medimodel. PLoS One, 14(3), e0213783.

Yang, F., & Zhao, T. (2023). Conflict and Adaptation: The History and Future of China-Pakistan Cultural Exchange. *Pacific International Journal*, *6*(1), 142-148.

Yang, R. (2020). China's higher education during the COVID-19 pandemic: Some preliminary observations. Higher Education Research & Development, 39(7), 1317-1321.

Young, S., Nichols, H., & Cartwright, A. (2020) lecture format matter? Exploring student preferences in higher education. Journal of Perspectives in Applied Academic Practice, 8(1)

Younis, A. A., Sunderraman, R., Metzler, M., & Bourgeois, A. G. (2021). Developing parallel programming and soft skills: A project based learning approach. *Journal of Parallel and Distributed Computing*, *158*, 151-163.

Yu, H. (2019). Reform of state-owned enterprises in China: The Chinese communist party strikes back. Asian Studies Review, 43(2), 33

Zakopoulos, V., Makri, A., Ntanos, S., & Tampakis, S. (2023). Drama/theatre performance in education through the use of digital technologies for enhancing students' sustainability awareness: A literature review. *Sustainability*, *15*(18), 13387.

Zeydani, A., Atashzadeh-Shoorideh, F., Abdi, F., Hosseini, M., Zohari-Anboohi, S., & Skerrett, V. (2021). Effect of community-based education on undergraduate nursing students' skills: a systematic review. *BMC nursing*, *20*, 1-12.

Zg Provincial Department of Education. (2022). Annual report on the development of education in Zhejiang Province. MOE Zhejiang, China.

Zhang, L. (2019). Moral education and Conflict Resolution in China: An overview. Journal of Moral Education, 48(4), 463-478.

Zhang, S., Chan, M. C. E., Clarke, D., & Cao, Y. (2021). An investigation of student participation in collaborative problem solving in mathematics: Positioning and negotiation among four Chinese students. 수학교육학연구, *31*(3), 277-297.

Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. Journal of Risk and financial management, 13(3), 55.

Zhao, M. (2021). The characteristics and control strategies of the conflicts between teachers and students in primary and secondary schools in the context of new immigrants. Educational Science Research, 3, 92-96.

Zhaohui, C. (2019 July). The importance of compulsory education. China Daily.

Zhejiang University. (2023). Research and innovation at Zhejiang University. Chi

ZHENG, H. (2021). Mediation Services for Conflict Resolution in Secondary Schools in China–What is the role of mediation for Chinese Teachers?.

Zheng, Y., & Qiu, Y. (2024). Epistemic (in) justice in English medium instruction: Transnational teachers' and students' negotiation of knowledge participation through translanguaging. *Language and Education*, *38*(1), 97-117.

Zhong, Z., Liu, L., Coates, H., & Kuh, G. (2019). What the US (and rest of the world) should know about Higher Education in China. Change: The magazine of higher learning, 51(3), 8-20.

APPENDICES

APPENDIX A: Research Questionnaire (English Version)

QUESTIONNAIRE

THE INFLUENCE OF STUDENTS' STUDENT'S NEGOTIATING LEADERSHIP SKILL TOWARDS CONFLICT RESOLUTION AND STUDENTS' PERFORMANCE IN UNIVERSITIES ZHEJIANG PROVINCE, CHINA

- Please answer all questions honestly based on your typical behavior and attitudes as a Universities college student
- Your responses will be kept confidential and used only for research purposes.
- Please rate your agreement with the following statements based on your typical behavior and attitudes.

Strongly Agree	1
Agree	2
Neutral	3
Disagree	4
Strongly Disagree	5

<center>**SECTION A**</center>

<center>**DEMOGRAPHIC INFORMATION**</center>

1. Gender:	
Male	
Female	
Other	
2. Age:	
Under 18	
18-20	
21-23	
Over 23	
3. Year of study:	
First year	
Second year	
Third year	
Fourth year	
Other (please specify)	
4. Major/Field of Study :	

5. My Current CGPA is (Please tick)：

Below 2.0	
2.0 - 2.49	
2.5 - 2.99	
3.0 - 3.49	

6. Active in sports (Please tick) :

☐Yes :Type of Sports： _____ (Please specify type of sports)

☐No

7. Not Active in Sports (Please tick) :

☐Yes

☐ No

SECTION B

STUDENT'S NEGOTIATING LEADERSHIP

No.	Item	1	2	3	4	5
8	I prefer to take a directive approach when leading negotiations	1	2	3	4	5
9	I actively involve team members in the negotiation process.	1	2	3	4	5
10	I always inspire and motivate others during negotiations.	1	2	3	4	5
11	I clearly communicate my goals and expectations during negotiations.	1	2	3	4	5
12	I use active listening to understand the concerns and interests of other parties.	1	2	3	4	5
13	I effectively persuade others to support my proposals.	1	2	3	4	5
14	I am skilled at Resolving Conflicts that arise during negotiations.	1	2	3	4	5
15	I use collaborative problem-solving to address issues during negotiations.	1	2	3	4	5
16	I am able to mediate and facilitate discussions to reach agreements.	1	2	3	4	5
17	I typically employ distributive bargaining strategies in negotiations.	1	2	3	4	5

18	I prefer integrative negotiation approaches to find mutually beneficial solutions.	1	2	3	4	5
19	I balance assertiveness and cooperation effectively in negotiations.	1	2	3	4	5
20	I continuously seek opportunities to improve my NLSs.	1	2	3	4	5
21	I have undergone formal training or workshops related to negotiation and leadership.	1	2	3	4	5
22	My Negotiating Leadership style has positively influenced outcomes within my organization.	1	2	3	4	5
23	Effective negotiation has contributed to the success of my organization.	1	2	3	4	5
24	I face significant challenges as a negotiating leader.	1	2	3	4	5
25	There are ample opportunities to enhance Student's Negotiating Leadership within my organization.	1	2	3	4	5
26	The role of Student's Negotiating Leadership will become increasingly important in the future.	1	2	3	4	5
27	I would like to see more developments in the field of Student's Negotiating Leadership.	1	2	3	4	5

SECTION C

CONFLICT RESOLUTION

No.	Item	1	2	3	4	5
28	I often assert my own opinions during conflict situations.	1	2	3	4	5
29	I am willing to argue my point of view even if it means pushing others' concerns aside.	1	2	3	4	5
30	I try to integrate others' ideas with my own to come up with a solution that benefits everyone.	1	2	3	4	5
31	I emphasize finding a win-win solution when dealing with conflicts.	1	2	3	4	5
32	I try to find a middle ground when resolving conflicts.	1	2	3	4	5

33	I am willing to make concessions to reach an agreement.	1	2	3	4	5
34	I tend to avoid conflicts rather than confront them directly.	1	2	3	4	5
35	I prefer to postpone addressing conflicts when possible.	1	2	3	4	5
36	I often give in to others' demands to keep the peace.	1	2	3	4	5
37	I prioritize maintaining harmony over addressing my own concerns during conflicts.	1	2	3	4	5
38	I am aware of my preferred Conflict Resolution style.	1	2	3	4	5
39	I can adapt my Conflict Resolution style depending on the situation.	1	2	3	4	5
40	I believe my approach to Conflict Resolution is effective in most situations.	1	2	3	4	5
41	I seek feedback on my Conflict Resolution skills to improve them.	1	2	3	4	5
42	My Conflict Resolution style positively impacts my relationships at work.	1	2	3	4	5
43	Effective Conflict Resolution is crucial for team success.	1	2	3	4	5
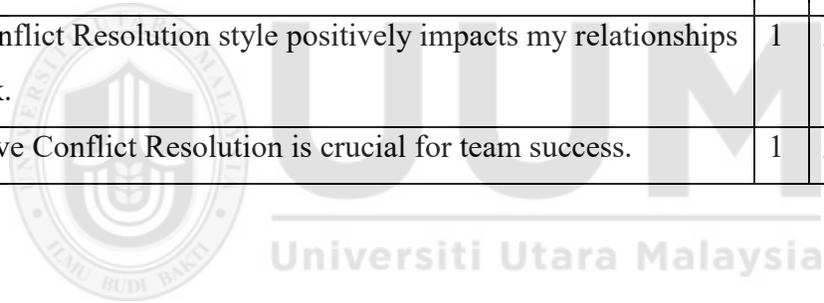
SECTIOND

STUDENTS' PERFORMANCE

No.	Item	1	2	3	4	5
44	I have a strong understanding of the subject matter in my courses.	1	2	3	4	5
45	I am confident in my ability to explain key concepts to others.	1	2	3	4	5
46	I consistently achieve high grades on my exams and assignments.	1	2	3	4	5
47	I can effectively apply the skills I learn in class to practical situations.	1	2	3	4	5
48	I am proficient in the technical skills required for my field of study.	1	2	3	4	5

49	I regularly participate in activities that help develop my practical skills (e.g., labs, projects, internships).	1	2	3	4	5
50	I see myself as a capable and competent student.	1	2	3	4	5
51	I identify strongly with my field of study and future profession.	1	2	3	4	5
52	I feel motivated to achieve my academic and career goals.	1	2	3	4	5
53	I am generally motivated to study and complete my coursework.	1	2	3	4	5
54	I manage my time effectively to balance study and personal life.	1	2	3	4	5
55	I feel confident in my ability to overcome academic challenges.	1	2	3	4	5
56	I use effective study strategies to enhance my learning.	1	2	3	4	5
57	I regularly review and reflect on my learning progress.	1	2	3	4	5
58	I seek help and feedback when I do not understand something.	1	2	3	4	5
59	My study environment is conducive to learning.	1	2	3	4	5
60	I have access to the resources and support I need for my studies.	1	2	3	4	5
61	The teaching methods used in my courses help me understand the material.	1	2	3	4	5

THANK YOU!

Thank you for taking the time to complete this questionnaire. Your input is valuable in understanding the factors that influence student performance.

Appendix B: Research Questionnaire (Chinese Version)

问卷调查

中国浙江省高等教育机构（大学）学生谈判领导对冲突解决与学生成绩的影响

- 作为一名大学生，请根据您这一身份的典型行为和态度，诚实地回答所有的问题.

- 您的回复将被保密，仅用于研究目的。

- 请根据您的典型行为和态度，评价您是否同意以下陈述。

非常同意	1
同意	2
中立的	3
不同意	4
强烈反对	5

第一部分
人口统计信息

1. 性别（请勾选）：
- □男
- □女
- □其他

2. 年龄（请勾选）：
- □18 岁以下
- □18-20
- □21-23
- □超过 23

3. 学习年份（请勾选）：
- □大一
- □大二
- □大三
- □大四
- □其他（请注明）：_____

4. 专业/研究领域（请注明）：_____

5. 我目前的 CGPA 是：（请勾选）

低于 2.0	
2.0 - 2.49	
2.5 - 2.99	

3.0 - 3.49	

6. 我经常运动（请勾选）：

□是　如果是，运动项目是_____。(请注明具体运动)

□否

7. 我不爱运动（请勾选）：

□是

□否

第二部分
谈判领导力

编号	项目	1	2	3	4	5
8	我更喜欢在主导谈判时采取一种直接的方法。	1	2	3	4	5
9	我积极地让团队成员参与到谈判过程中来。	1	2	3	4	5
10	我总是在谈判过程中激励和激励别人。	1	2	3	4	5
11	我在谈判过程中清楚地表达了我的目标和期望。	1	2	3	4	5
12	我通过积极的倾听来了解其他各方所关切的及利益所在之处。	1	2	3	4	5
13	我有效地说服了其他人来支持我的建议。	1	2	3	4	5
14	我擅长解决在谈判过程中出现的冲突。	1	2	3	4	5
15	我使用协作的方式来解决问题。	1	2	3	4	5

16	我能够调解和推动讨论来达成最终协议（合作）。	1	2	3	4	5
17	我通常在谈判中使用分配式谈判策略。（争取更多自身利益不在意他人）	1	2	3	4	5
18	我更喜欢用整合式谈判的方法来找到互惠互利的解决方案。（双赢的方式）	1	2	3	4	5
19	我在谈判中有效地平衡了独自做决策和与他人合作。	1	2	3	4	5
20	我不断地寻求机会来提高我的谈判领导能力。	1	2	3	4	5
21	我接受或参与过与谈判和领导力相关的正式培训或研讨会。	1	2	3	4	5
22	我的谈判领导风格对我的公司内部的结果产生了积极的影响。	1	2	3	4	5
23	有效的谈判促成了我所在组织（机构）的成功。	1	2	3	4	5
24	作为一名谈判领袖，我面临着重大挑战。	1	2	3	4	5
25	在我的组织中有足够的机会来提高谈判领导能力。	1	2	3	4	5
26	谈判领导力的作用在未来将变得越来越重要。	1	2	3	4	5
27	我希望看到谈判领导力领域的更多发展。	1	2	3	4	5

第三部分

冲突解决

编号	项目	1	2	3	4	5
28	在冲突事件中，我经常坚持自己的观点。	1	2	3	4	5
29	我愿意论证我的观点，即使这意味着置他人的想法于不顾。	1	2	3	4	5

30	我试着把别人的想法和我自己的想法结合起来，想出一个有利于所有人的解决方案。	1	2	3	4	5
31	我强调在处理冲突时要找到一个双赢的解决方案。	1	2	3	4	5
32	我试图在解决冲突时找到一个中间立场。	1	2	3	4	5
33	我愿意做出让步以达成合作。	1	2	3	4	5
34	我倾向于避免冲突，而不是直接面对它们。	1	2	3	4	5
35	我宁愿尽可能地推迟解决冲突。	1	2	3	4	5
36	我经常屈服于别人要求的维持和平的要求。	1	2	3	4	5
37	在冲突中，我优先考虑保持和谐，而不是解决我自己所关心的问题。	1	2	3	4	5
38	我知道我更喜欢的冲突解决方式。	1	2	3	4	5
39	我可以根据具体的情况来调整我的解决冲突的方式。	1	2	3	4	5
40	我相信，我解决冲突的方法在大多数情况下都是有效的。	1	2	3	4	5
41	我寻求关于我解决冲突的能力的反馈，以便提高它们。	1	2	3	4	5
42	我解决冲突的风格对我在工作（学业）中的人际关系有积极的影响。	1	2	3	4	5
43	有效的冲突解决是团队成功的关键。	1	2	3	4	5

第四部分

学生成绩

编号	项目	1	2	3	4	5

44	我对我所学课程的主题有很深的理解。	1	2	3	4	5
45	我对自己向他人解释关键概念的能力很有信心。	1	2	3	4	5
46	我在考试和作业中一直都能取得高分。	1	2	3	4	5
47	我可以有效地将我在课堂上学到的技能应用到实际情况中。	1	2	3	4	5
48	我精通我的学习领域所需的技巧、技能。	1	2	3	4	5
49	我定期参加帮助我发展实践技能的活动（例如，实验室活动、学术项目、实习）。	1	2	3	4	5
50	我认为自己是一个有能力的学生。	1	2	3	4	5
51	我非常认同我的研究领域和未来的职业。	1	2	3	4	5
52	我感到有动力去实现我的学术和职业目标。	1	2	3	4	5
53	我通常都有动力去学习和完成我的课程作业。	1	2	3	4	5
54	我有效地管理着我的时间来平衡学习和个人生活。	1	2	3	4	5
55	我对自己克服学术挑战的能力充满信心。	1	2	3	4	5
56	我使用有效的学习策略来提高我的学习能力。	1	2	3	4	5
57	我定期回顾和反思我的学习进度。	1	2	3	4	5
58	当我不理解一些事情时，我会寻求帮助和反馈。	1	2	3	4	5
59	我的学习环境有利于学习。	1	2	3	4	5
60	我可以获得我的学习所需的资源和支持。	1	2	3	4	5
61	在我的课程中老师们使用的教学方法可以帮助我理解这些学习材料。	1	2	3	4	5

谢谢您！

感谢您花时间完成这份调查问卷。你的意见对于理解影响学生成绩的因素很有价
值。

Consent Letters

CONSENT FORM

WANG YE, Matrix No.:905351, a PhD. Candidate form Universiti Ultra Malaysia (UUM) are authorized to collect data in accordance with relevant laws and regulations and academic norms for academic research titled: the influence of negotiating leadership towards conflict resolution and students' achievement in Zhejiang province higher education institution, china, by means of questionnaire survey and any other research methods in the campus of our university.

WANG YE promises not to use the data and relevant information for any other purpose besides this study,otherwise, our university reserves the right to pursue legal responsibility.

Zhejiang Gongshang University
2022/07/21

CONSENT FORM

WANG YE, Matrix No.:905351, a PhD. Candidate form Universiti Ultra Malaysia (UUM) are authorized to collect data in accordance with relevant laws and regulations and academic norms for academic research titled: the influence of negotiating leadership towards conflict resolution and students' achievement in Zhejiang province higher education institution, china, by means of questionnaire survey and any other research methods in the campus of our university.

WANG YE promises not to use the data and relevant information for any other purpose besides this study,otherwise, our university reserves the right to pursue legal responsibility.

Zhejiang University of Finance and Economics

2022/07/20

CONSENT FORM

WANG YE, Matrix No.:905351, a PhD. Candidate form Universiti Ultra Malaysia (UUM) are authorized to collect data in accordance with relevant laws and regulations and academic norms for academic research titled: the influence of negotiating leadership towards conflict resolution and students' achievement in Zhejiang province higher education institution, china, by means of questionnaire survey and any other research methods in the campus of our university.

WANG YE promises not to use the data and relevant information for any other purpose besides this study,otherwise, our university reserves the right to pursue legal responsibility.

Zhejiang University of Finance and Economics Dongfang College

2022/07/20

Questionnaire Validation Form

Title of Research:

THE INFLUENCE OF STUDENTS' STUDENT'S NEGOTIATING LEADERSHIP SKILL TOWARDS CONFLICT RESOLUTION AND STUDENTS' PERFORMANCE IN UNIVERSITIES ZHEJIANG PROVINCE, CHINA.

Name of Researcher: WANG YE   **Student ID: 905351**

Programme Name / Code: Doctor of Philosophy

Name of Validator: YANG FEI

Degree of Validator: Phd.

Position of Validator: Lecturer

Direction: This tool asks for your evaluation of the questionnaire to be used in a data gathering for the investigation stated above, to establish its validity. You are requested to give your assessment using the criteria stated below; please check only one from the selection.

Scale	Interpretation	Description
5	Very high valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 0-5% error
4	High valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 8-10% error
3	Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 11-15% error
2	Less valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 16-20% error
1	Not valid at all	The questionnaire is valid and can provide unbiased data for the investigation, allowing 21-25% error

Validator's Questionnaire Assessment

Indicators	Rating				
The indicators in the questionnaire consistently and accurately measure each variables of investigation.	1	2	3	4	5√
The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.	1	2	3	4	5√
The questionnaire has the capability to measure items of variables within a given time frame.	1	2	3	4	5√
The questionnaire has the ability to distinguish the characteristics or the properties of differing attributes of the subject under study.	1	2	3	4	5√
The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.	1	2	3	4	5√
Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.	1	2	3	4	5√
The questionnaire has no influence on the variables being measured.	1	2	3	4	5√
The questionnaire is framed in a clear, simple, in order to avoid risk of error.	1	2	3	4	5√
The questionnaire is capable of generating data that will be of value and practical use to the sectors concerned in the investigation.	1	2	3	4	5√

Comments and Suggestions:

The questionnaire is efficiently designed, ensuring high content validity with its concise and clear questions, which are particularly effective for the influence of Student's Negotiating Leadership towards Conflict Resolution and Students' Performance.

杨萍 杨萍

_____   __2022/07/10___

Signature of Validator   **Date of Validation**

Questionnaire Validation Form

Title of Research:

THE INFLUENCE OF STUDENTS' STUDENT'S NEGOTIATING LEADERSHIP SKILL TOWARDS CONFLICT RESOLUTION AND STUDENTS' PERFORMANCE IN UNIVERSITIES ZHEJIANG PROVINCE, CHINA.

Name of Researcher: WANG YE   **Student ID: 905351**

Programme Name / Code: Doctor of Philosophy

Name of Validator: LU Juanhong

Degree of Validator: Phd.

Position of Validator: Professor

Direction: This tool asks for your evaluation of the questionnaire to be used in a data gathering for the investigation stated above, to establish its validity. You are requested to give your assessment using the criteria stated below; please check only one from the selection.

Scale	Interpretation	Description
5	Very high valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 0-5% error
4	High valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 8-10% error
3	Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 11-15% error
2	Less valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 16-20% error
1	Not valid at all	The questionnaire is valid and can provide unbiased data for the investigation, allowing 21-25% error

Validator's Questionnaire Assessment

Indicators	Rating				
The indicators in the questionnaire consistently and accurately measure each variables of investigation.	1	2	3	4	5√
The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.	1	2	3	4	5√
The questionnaire has the capability to measure items of variables within a given time frame.	1	2	3	4	5√
The questionnaire has the ability to distinguish the characteristics or the properties of differing attributes of the subject under study.	1	2	3	4	5√
The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.	1	2	3	4	5√
Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.	1	2	3	4	5√
The questionnaire has no influence on the variables being measured.	1	2	3	4	5√
The questionnaire is framed in a clear, simple, in order to avoid risk of error.	1	2	3	4	5√
The questionnaire is capable of generating data that will be of value and practical use to the sectors concerned in the investigation.	1	2	3	4	5√

Comments and Suggestions:

The content of this questionnaire is very concise and clear,it allows the researcher to collect the data quickly. It's scale is very effective, and it's language is easily understood and straightforward for the participants.

_____   _____   2022/07/11_____

Signature of Validator   **Date of Validation**

Questionnaire Validation Form

Title of Research:

THE INFLUENCE OF STUDENTS' STUDENT'S NEGOTIATING LEADERSHIP SKILL TOWARDS CONFLICT RESOLUTION AND STUDENTS' PERFORMANCE IN UNIVERSITIES ZHEJIANG PROVINCE, CHINA.

Name of Researcher: WANG YE   **Student ID: 905351**

Programme Name / Code: Doctor of Philosophy

Name of Validator: WU JIANHONG

Degree of Validator: Phd.

Position of Validator: Associate Professor

Direction: This tool asks for your evaluation of the questionnaire to be used in a data gathering for the investigation stated above, to establish its validity. You are requested to give your assessment using the criteria stated below; please check only one from the selection.

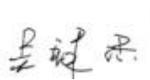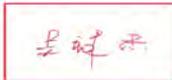| Scale	Interpretation	Description
5	Very high valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 0-5% error
4	High valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 8-10% error
3	Valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 11-15% error
2	Less valid	The questionnaire is valid and can provide unbiased data for the investigation, allowing 16-20% error
1	Not valid at all	The questionnaire is valid and can provide unbiased data for the investigation, allowing 21-25% error

Validator's Questionnaire Assessment

Indicators	Rating

The indicators in the questionnaire consistently and accurately measure each variables of investigation.	1	2	3	4	5√
The questionnaire fits with the variables under investigation, thus measuring what it tends to measure.	1	2	3	4	5√
The questionnaire has the capability to measure items of variables within a given time frame.	1	2	3	4	5√
The questionnaire has the ability to distinguish the characteristics or the properties of differing attributes of the subject under study.	1	2	3	4	5√
The questionnaire has the ability to gather factual data, eliminating biases and subjectivity.	1	2	3	4	5√
Quick and complete data can be generated by the questionnaire within the time frame allowed to obtain the data.	1	2	3	4	5√
The questionnaire has no influence on the variables being measured.	1	2	3	4	5√
The questionnaire is framed in a clear, simple, in order to avoid risk of error.	1	2	3	4	5√
The questionnaire is capable of generating data that will be of value and practical use to the sectors concerned in the investigation.	1	2	3	4	5√

Comments and Suggestions:

Generally, it is a concise questionnaire,it is easy for the researcher to collect the data efficiently. The scale is scientific comprehensive,meanwhile, the language is easily understood and straightforward for the participants.

_____   ___2022/07/10____

Signature of Validator   **Date of Validation**