The Influence of Negotiating Leadership Skills Towards Resolving Conflict and Student Achievement in Zhejiang Province, China

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Abstract

The achievement of the students is surrounded by different conflicts. These conflicts can be studied academically, socially, and financially. The students engaged in conflicts have very little performance in their work and academic achievements. The resolution of these conflicts is necessary for the successful attainment of goals. This research aims to investigate the influence of negotiating leadership skills on resolving conflict and student achievement in the Zhejiang Province of China. The research has collected primary data from the students and teachers of different educational institutes in Zhejiang Province, China. The partial least square-structural equation modeling (PLS-SEM) is employed for data analysis. The study found that the role of negotiating leadership skills, student attitude, student learning, and conflict management is necessary for student achievement is significant. The model developed by this research is a significant contribution to the body of knowledge. Theoretically, this research is significant as it contributes significant newly developed relationships in the body of knowledge. The practical implications of this research are important to improve the influence of negotiating leadership skills toward resolving conflict and student achievement. No doubt, the research has some limitations that are endorsed by some remarkable future directions for the scholars in the future to improve the research model and contribution to the body of knowledge.

Keywords: Negotiating Leadership; Leadership Skills; Student Achievement; Conflict Management; Student Learning

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Introduction

Educational institutes in modern times are working to improve the performance of students all over the world (Yin, Goh, Yang, & Xiaobin, 2021). The students are enrolled in these educational institutes to pursue their degrees with appropriate skills that are critically important to improve their performance and productivity (Jia, Hew, Bai, & Huang, 2022). The skills-based education is necessary for the students of modern times to resolve every kind of obstacle in the way of their learning and achievement of successful goals (Espin, Weissenburger, & Benson, 2017). The students who are highly motivated by the teachers and parents are the best performers in their class and even get a successful future (Sung, H.-Y. & Hwang, 2013). Similarly, the students with better learning skills are working in an innovative way to improve their performance and productivity which is necessary for their active learning (Rahimirad & Shams, 2014). The students who are not working appropriately must be motivated for their performance improvement because motivation plays a critical role (Sung, Y.-T., Chang, & Liu, 2016). Conflicts are part of academic life, and the students who are failed to accomplish their goals due to some conflicts, these students face big failures in their lives (Vignery, 2021). The students are required to be self-motivated and they must have mastery of the art of managing conflicts (Sung, H.-Y., & Hwang, 2013). The appropriate learning capabilities for conflict management facilitate the students to improve their performance and not be involved in any further conflicts (Espin et al., 2017). However, students in different universities and colleges are involved in different types of conflicts that are critical to improving their performance and productivity (Rahimirad, 2014). Majorly, students in China are facing different types of conflicts in their higher education (Coskun, 2010).

The requirement of leadership skills is necessary for the students because based on these leadership skills the appropriate working of the students is possible (Jia et al., 2022). The students who are highly motivated to perform their tasks attractively, these students are the best learners and they can resolve their obstacles in a study in an effective way (Aglina, Rohmatillah, & Syamsiah, 2020). Some students have financial conflicts in the higher education institutes in China, and due to these financial conflicts, their performance is affected in a bad way (Coskun, 2010). Meanwhile, some students have family conflicts that are also affecting their performance of students and their achievement in a successful way (Nácher, Badenes-Ribera, Torrijos, Ballesteros, & Cebadera, 2021). The students who are learning in international institutes, these students have conflicts learning because they believe that their progress doesn't matter, but they are required to work innovatively to get better results (Chang, Sung, Guo, Chang, & Kuo, 2022). Living with students of diverse cultures and races is also a challenge for some students because they believe that they wouldn't survive in the company of these people (Chang et al., 2022). In this way, many of the students get anxious and they don't want to learn in a better way and their conflicts are not managed accordingly (Vignery, 2021). Students with high learning ability and critical conflict management skills in Canada are better learners and their performance is also improved based on their work (Jia et al., 2022). The students in the universities of Argentina are motivated to perform their tasks effectively and ensure that their performance is not facing any kind of conflict that can hinder their performance (Chung, Chen, & Olson, 2021).

Negotiating skills and conflict management literature is identified in the body of knowledge and a lot of studies have contributed productively. Liu, Wan, Tu, Chen, & Wang (2021) concluded that the student must be motivated to improve their performance productively because they can work better and their performance can be improved when they would not be engaged in any conflict. Allagui (2014) reported that the learning of the students is critical and they must be motivated to improve their performance which is critical for their success. Wolbers et al. (2015) also concluded that students in international universities should avoid any kind of conflict because different kinds of conflicts are a hurdle in the way of successful performance of the students. Becker (2016) disclosed that the performance of the students is necessary for their better learning and they need to be self-motivated to improve their performance productively. Tsiakmaki, Kostopoulos, Kotsiantis, and Ragos (2020) emphasized that the working of the students is key in the way of their successful working and they are required to focus on their success for better learning. Furthermore, Becker (2016) highlighted that the success of students is necessary for their bright future, and they must have appropriate struggle for their successful life. According to Sadeghi and Baneh (2012), students in international universities are self-motivated and they don't

care about social issues, but they are concerned about their successful journey to the future. Hence, the existing studies in the literature have discussed different aspects of student performance.

The literature has discussed different aspects of student achievement, but there is still a gap in the body of knowledge for improving student performance for their achievements. This research has considered different significant variables in the theoretical framework identified by the earlier research. The study framework is grounded on these variables to determine the impact of these variables on student achievement. This research aims to investigate the influence of negotiating leadership skills on resolving conflict and student achievement in the Zhejiang Province of China. Moreover, the study determines the impact of negotiating skills on conflict management and student achievement. Also, the research investigates the impact of conflict management on student attitude and student learning. Finally, the research determines the impact of student attitude and student learning on student achievement. The model developed by this research is a significant contribution to the body of knowledge. The research has used measurement model and structural model findings by Smart PLS 3.0 to analyze the data. Theoretically, this research is significant as it contributes significant newly developed relationships in the body of knowledge. The practical implications of this research are important to improve the influence of negotiating leadership skills toward resolving conflict and student achievement. No doubt, the research has some limitations that are endorsed by some remarkable future directions for the scholars in the future to improve the research model and contribution to the body of knowledge.

Literature Review

Negotiating Leadership Skills

Negotiating leadership skills refer to the innate or learned capability of any leader to manage the affairs in an effective way for a deal (Korkmaz, van Engen, Knappert, & Schalk, 2022). The leaders that are active in negotiating, these leaders are utilizing their skills for getting results in a deal that is in favor (Sun, Zhang, & Meng, 2020). These skills are critically important because based on these skills, the advancement of attitude to the work is developed (Mashele & Alagidede, 2022). The leaders that are actively working on resolving the issues have appropriate skills of leadership that are useful in their work performance (Bormann, Schulte-Coerne, Diebig, & Rowold, 2016). The negotiating leaders are soft and humble and they are emotionally adept. Furthermore, these leaders communicate flexibly (Mao et al., 2022).

Conflict Management

Conflict management is important in learning and any situation because it is helpful to go with the situation and work on it for its betterment (Akhlaghimofrad & Farmanesh, 2021). The students and leaders that are active in conflict management, these leaders are working proactively, and their attitude is far better in resolving these issues. Conflict management skills help to resolve the critical understanding and ensure that no problem occurs in the way of appropriate progress (Zhang, Raza, Khalid, Parveen, & Ramírez-Asís, 2021). The management of appropriate conflicts is necessary for the development of better output in any deal (Marigat & Cheruiyotomo, 2022). Conflict management education is necessary for the students for their better learning and advanced understanding to resolve issues in the future (Vallone, Dell'Aquila, Dolce, Marocco, & Zurlo, 2022).

Student Attitude

The attitude of the students is considered critical for their learning and effort (van Deventer, de Klerk, & Bevan-Dye, 2014). The students with a positive attitude to their work are mostly working in a better way because they positively perceive things (Micomonaco, 2003). Furthermore, students that have comparatively less productive attitudes, these students have no proper understanding of their future and studies (Jia et al., 2022). The positive feelings and learning approach of the students provide the opportunity to work in a productive way which is significantly important for resolving their issues (Espin et al., 2017). The learners must have positive judgments about their work and they should actively work for their learning with a positive approach (Sung, Y.-T. & Hwang, 2013).

Student Learning

The learning of students is reflected in their attitude and performance (Yin et al., 2021). The students that are active in their learning, are highly motivated to perform their work on time because they believe that when they would complete their work on time, no conflict would be in their way of performance (Aglina et al., 2020). Secondly, the students that are less motivated to learning, they have very little productivity, because they are not easily working to perform their attitude (Rahimirad & Shams, 2014). The less productive work of the students is reflected in their behavior as they are not highly involved to perform their active tasks productively (Coskun, 2010). Innovative learning performance is a way to success and achievement (Baniabdelrahman, 2010).

Student Achievement

The achievements of the students are called their working and getting their goals fulfilled (Sung, Y.-T. et al., 2016). The students with better learning approaches are highly motivated to perform their tasks productively and accomplish their goals (Chang et al., 2022). Similarly, students that have a less productive quality of work, these students are failed to get success in their lives (Vignery, 2021). The achievements of the students are necessary for their productive work because the achievement is the output of their performance at work (Rahimirad, 2014). The students must be highly motivated to perform their tasks in a productive way to accomplish their goals (Chung et al., 2021). Hard worker students successfully achieve their goals (Singh & Alshammari, 2021).

Research Hypotheses

Khalid, Bashir, Khan, and Abbas (2018) pointed out that negotiating skills are necessary to get the deal done positively. Mor Barak, Luria, and Brimhall (2022) concluded that based on negotiating skills, leaders are effectively managing their tasks to improve their performance and productivity. Leroy et al. (2022) reported that the conflicts in the work are part of tasks, but responsible leaders are highly motivated to resolve these conflicts effectively based on their judgments. Robertson and Carleton (2018) concluded that leadership skills are tested when effective management works in a better way to proceed with the work humbly. Zhong, Li, and Luo (2022) concluded that the learning qualities of leaders are necessary to perform critical tasks, but these leaders should be effectively trained to manage different kinds of conflicts in the way of their work. Management schools are motivating their student to become effective leaders and the course of conflict management is taught to uprise their skills for their critical working (Thomas, Tuytens, Devos, Kelchtermans, & Vanderlinde, 2020). Furthermore, Abdulrab, Zumrah, Almaamari, and Al-Tahitah (2017) highlighted that leadership that has strong skills or reasoning and performance can work in a better way to improve working capability. Lai, Tang, Lu, Lee, and Lin (2020) reported that leadership skills are effective to use, and based on these leadership skills the working of the team can be better to resolve critical conflicts.

H1: Negotiating leadership skills have an impact on conflict management.

Allagui (2014) reported that negotiating skills are necessary to achieve the target. Indeed, according to Graham et al. (2019), people who have strong reasoning and skills for effective development, these individuals have high reasoning to perform their tasks in a better way. The learning opportunities are important for the students because based on these learning opportunities they can perform better tasks that are important for improvement in their skills and learning (Wolbers et al., 2015). Prat-Sala and Redford (2012) concluded that conflicts are part of life, but mastery in the art of resolving these skills is necessary to get the productive output that is critically important for better development of the work. Tsiakmaki et al. (2020) emphasized that students that have strong reasoning capabilities, could be better and advanced in the accomplishment of their goals based on their skills. Opportunities in life are rare, and the student should have critical leadership skills to remove all these obstacles in the way of their learning and they should actively work on this reasoning to improve their productivity (Teng, 2020). Furthermore, Becker (2016) pointed out that students should improve their work in a better way and they must be judgmental about their performance by resolving all conflicts to improve their productivity of work.

H2: Negotiating leadership skills have an impact on student achievement.

According to Sadeghi and Baneh (2012), conflict management is a critical art and the student must have reason to do it effectively because it can improve their learning. The students are highly

motivated to perform their work and they don't care about small conflicts; these students are better learners and their performance is effective (Allagui, 2014). On the other hand, the students who are highly working on their conflict management, and have negotiating skills, the performance of these students is far better than the other students. Wolbers et al. (2015) concluded that students should learn conflict management because it can provide them with better opportunities for their improved work. Also, Teng (2020) highlighted that the performance of students can be increased when they have strong learning abilities and they believe that they should not be involved in conflicts. According to Olina and Sullivan (2004), the students shouldn't be part of the conflicts because the standard of living the students have in their lives is necessary for their performance. Zainuddin (2018) reported that students should be taught conflict management skills because these skills are critically important for their learning and performance. Moreover, Magdaraog and Reyes Jr. (2017) concluded that the learning of the students is effective when they would have a reasonable working approach to resolve any kind of obstacle in the way of their performance.

H3: Conflict management has an impact on student learning.

Conflict management is an art because it makes the students work productively (Zhang et al., 2021). The students who are involved in different kinds of conflicts, these students are not active performers to resolve their issues. Allagui (2014) reported that students must have conflict management skills that are necessary for their better performance and productive work. As concluded by Graham et al. (2019), students who are involved in different types of conflicts, these students are less productive in their performance and work because of their mental issues. Wolbers et al. (2015) concluded that education is necessary for the students and they must be motivated to work productively by avoiding any kind of conflicts. Learning conflict management is not an easy task, but the students who are active in managing every kind of conflict, these students are innovatively working for better learning opportunities (Pourfeiz, 2022). Indeed, Zainuddin (2018) the learning of the students is necessary for their productive work and it can provide them with a better rationale for their performance. Olina and Sullivan (2004) reported that students must be motivated to improve their judgment for better learning opportunities. Sadeghi and Baneh (2012) concluded that students are required to have a positive approach to resolving any kind of issues in their journey toward future better goals and achievements.

H4: Conflict management has an impact on student attitude.

Rahimirad (2014) reported that students who are working positively can work better to improve their performance. Rational students are goal-oriented and they don't care about any kind of conflict in the way of their learning. However, Chang et al. (2022) reported that students who have less productive attitudes and cognitive ability, are involved in the progress work at a very low level and their performance is also challenged. According to Baniabdelrahman (2010), the students must be motivated to perform their academic activities positively, because positive working can improve their learning skills. Oppositely, the students that have very little involvement in learning skills, have a less productive attitude, and their work is also affected (Sung, H.-Y. & Hwang, 2013). A more positive attitude among the students is necessary for their better performance and they are required to work appropriately for better reasons and working (Jia et al., 2022). As reported by Chung et al. (2021), the thinking and judgments of the students about their future and their goals have a significant positive impact on their learning to improve their performance productively. Furthermore, the student should be motivated to be less involved in the conflicts and they should concentrate on their work (Espin et al., 2017).

H5: Student attitude has an impact on student achievement.

The achievement of the students is based on their work and their mental ability to perform different tasks productively (Jia et al., 2022). Espin et al. (2017) reported that the attitude of the students is necessary for their performance and they are required to get the best results in their performance. Sung, H.-Y. and Hwang (2013) concluded that students who are actively improving their working, these students are required to be more productive and they should concentrate on their learning. Moreover, Yin et al. (2021) highlighted that the appropriate resources must be provided to the students for their better performance. Aglina et al. (2020) also concluded that students can achieve better results and goals when they have a better learning approach. According to Rahimirad and Shams (2014), the performance of the students can be increased

when they don't have conflicts in their learning, but they should be motivated by their future-oriented goals that are necessary for their better performance. Better learning can result in the achievement of goals, and less interest in learning can decrease the performance of students who are not fully motivated to improve their performance. According to Coskun (2010), students must focus on their skills and learning ability which is critical for their effective performance and better results. As concluded by Chang et al. (2022), the learning of students is necessary for their better future and achievement of academic goals. Figure 1 contains all the variables that are incorporated into the research framework.

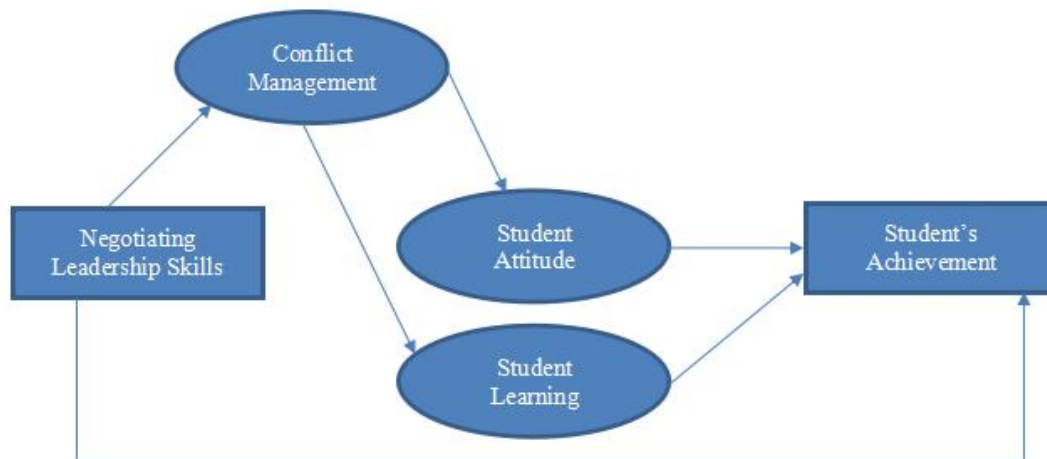H6: Student learning has an impact on student achievement.

Figure 1. The Framework of the Study

Methodology

A study population is a list of all the research subjects. The purpose of this study is to determine how negotiation leadership skills in Zhejiang province, China, affect student achievement and the ability to resolve conflicts. China's education government reports that Zhejiang Province has 46 higher vocational institutions and 450 secondary vocational schools, with a combined enrollment of around 765,000 students. China also has 104 normal higher educational institutions. Three institutions provided the data for this study. The population of this research to be used was determined through several stages, including unitizing the Population. Furthermore, three institutions are involved in the study. The three colleges were picked since they are dispersed throughout the region and enrolled students from all over the country and the globe. They also provide classes that are taught in universities and colleges. Because of this, the entire population is represented by using these institutions. Students make up the population units for this study. The three institutions will come from various regions of the province of Zhejiang.

For the current research, a "seven-point" Likert scale questionnaire was developed and surveyed for responses. The study identified the "reliability and validity" of the items before the collection of data for this research. The items for negotiating leadership skills were adapted from Pérez-Yus et al. (2020), and "Cronbach's Alpha > 0.70" is reported. Hence, these items are considered in this research. Secondly, the items for conflict management were adapted from Chen, Liu, and Tjosvold (2005), and "Cronbach's Alpha > 0.73" is reported. Henceforward, these items are considered in this research. Thirdly, the items for student learning were adapted from Gamon (2001), and "Cronbach's Alpha > 0.82" is reported. Fourthly, the items for students' attitudes were adapted from Gamon (2001,) and "Cronbach's Alpha > 0.79" is reported. Finally, the items for student achievement were adapted from Gamon (2001), and "Cronbach's Alpha > 0.77" is reported. Thus, these items are considered in this research.

The questionnaires surveyed the respondents with a brief introduction to the study. 400 questionnaires were distributed to the respondent students for data collection. "Simple random

sampling technique" was used to collect the data. The "respondents" were asked to fill out the questionnaire. In response, 244 questionnaires were collected back. After initial analysis, 239 questionnaires were considered for this study's findings. In the current research, "Smart PLS 3.0" is used for testing the "reliability & validity" and "hypotheses results."

Results

The research findings are checked with the "measurement model & structural model" to determine the significance of data and path findings. "Skewness and kurtosis values" are checked for the "normality test" with Smart PLS recommended by Hair Jr., Matthews, Matthews, and Sarstedt (2017). Furthermore, Sander and Teh (2014) reported, "When the value is not below + 1.0, the distribution is right-skewed, and when the value is not greater than -1.0, the distribution is left-skewed". Furthermore, "for kurtosis, when the value is not less than + 1.0, the distribution is leptokurtic, and when the value is not greater than -1.0, the distribution is "platykurtik". Table 1 and Figure 2 discloses the study has significant "normality".

Table 1. Skewness and Kurtosis

|	**Mean**	**Standard Deviation**	**Excess Kurtosis**	**Skewness**
CM1	3.243	1.497	-0.447	0.091
CM2	3.243	1.783	-0.547	0.450
CM3	3.515	1.872	-0.773	0.325
CM4	3.481	1.885	-0.751	0.401
CM5	3.527	1.708	-0.435	0.316
SA1	3.490	1.797	-0.684	0.244
SA2	3.494	1.818	-0.870	0.143
SA3	3.665	1.858	-0.771	0.210
SA4	3.695	1.849	-0.725	0.315
SA5	3.657	1.921	-0.754	0.368
SL1	3.548	1.869	-0.686	0.388
SL2	3.573	1.844	-0.604	0.373
SL3	3.594	1.874	-0.742	0.322
SL4	3.481	1.780	-0.465	0.450
SL5	3.523	1.899	-0.894	0.213
SL6	3.460	1.801	-0.603	0.324
SAT1	3.644	1.758	-0.584	0.270
SAT2	3.029	1.465	-0.031	0.624
SAT3	3.142	1.48	0.582	0.915
SAT4	3.192	1.419	0.951	0.956
SAT5	3.105	1.444	0.529	0.781
NS1	3.079	1.374	0.585	0.683
NS2	3.155	1.497	0.370	0.713
NS3	3.105	1.441	0.646	0.845
NS4	2.983	1.417	-0.207	0.447
NS5	3.151	1.358	0.483	0.663
NS6	3.067	1.436	0.215	0.650
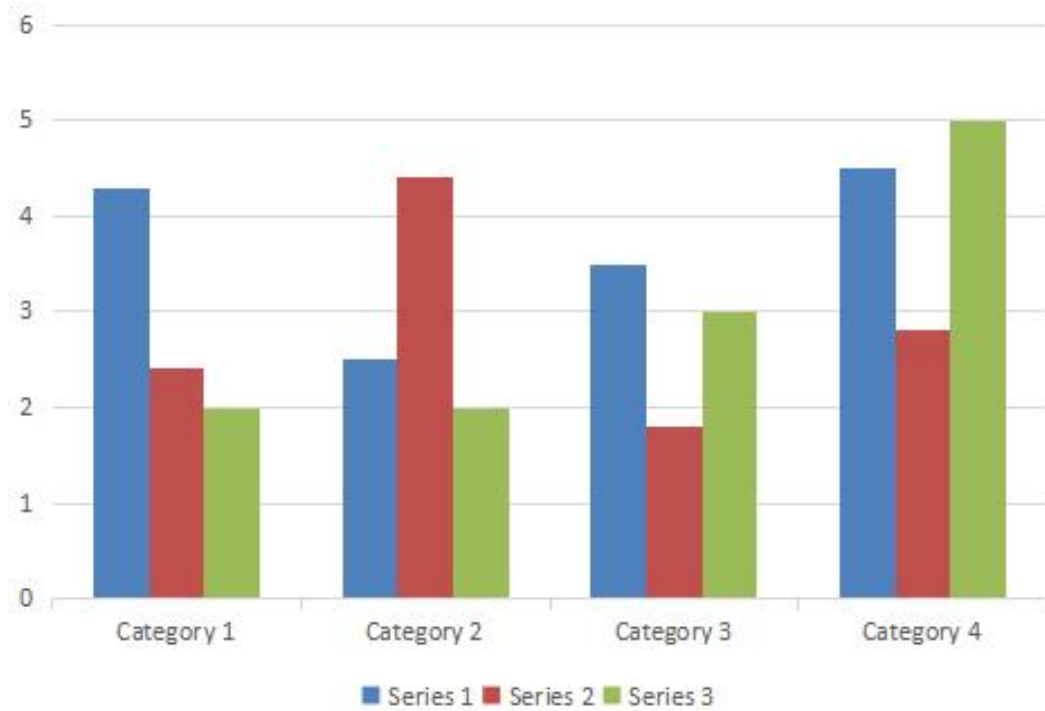
Figure 2. The Graph of Skewness and Kurtosis

For "reliability and validity", the "measurement model" is checked with "Cronbach alpha (α), factor loadings, composite reliability (CR) and average variance extracted (AVE) values." The threshold "factor loadings > 0.60" recommended by Hair Jr., Howard, and Nitzl (2020) was achieved. Likewise, the threshold "α > 0.70", "composite reliability (CR) > 0.70" and "average variance extracted (AVE) > 0.50" also achieved those significances the "reliability and validity." Measurement model findings are available in Figure 3 and Table 2.
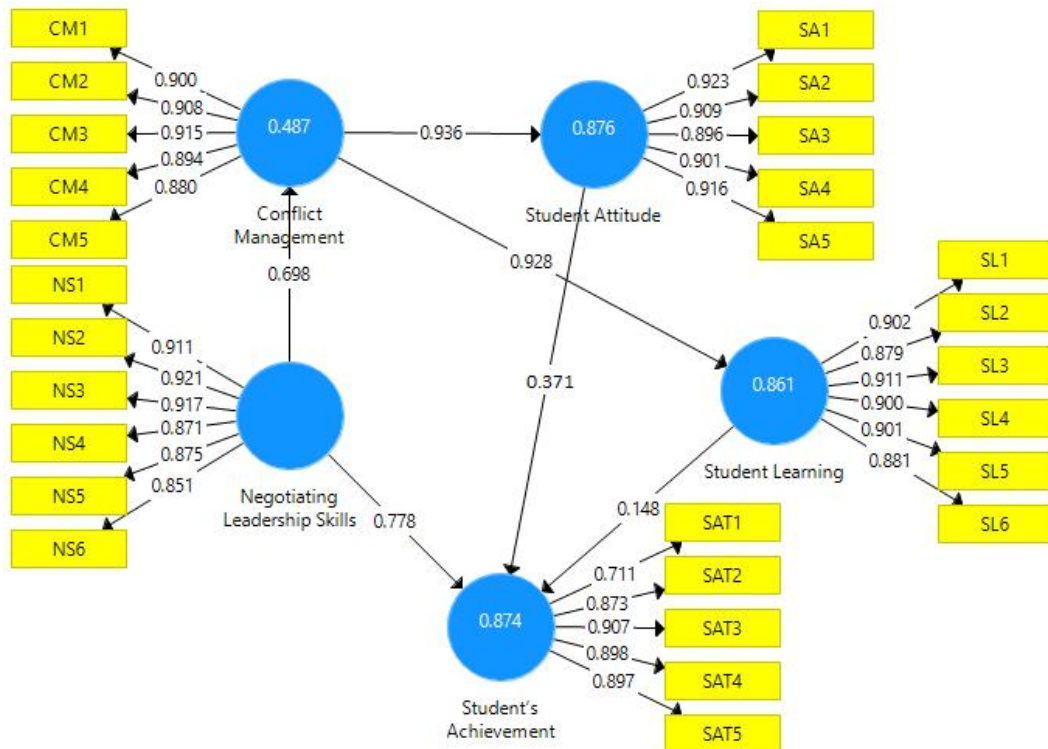

Figure 3. Measurement Model PLS

Table 2. Cronbach's Alpha, CR, AVE

Constructs	Items	Items	Loadings	Alpha	CR	AVE
Conflict Management	CM1	Team members demand that others agree to their position.	0.900	0.941	0.955	0.809
	CM2	Team members want others to make concessions but do not want to make concessions themselves.	0.908			
	CM3	We work so that to the extent possible we all get what we want.	0.915			
	CM4	We try to avoid discussing divisive issues.	0.894			
	CM5	Generally speaking, we are very satisfied with the way we negotiate our differences.	0.880			
Negotiating Leadership Skills	NS1	I am good at integrating.	0.911	0.948	0.959	0.794
	NS2	I am good at avoiding.	0.921			
	NS3	I am good at obliging.	0.917			
	NS4	I try to dominate in negotiation.	0.871			
	NS5	I am very compromising.	0.875			
	NS6	I get months of practice in resolving any deal.	0.851			
Student Attitude	SA1	I want to get better grades than other students.	0.923	0.948	0.96	0.827
Student Attitude	SA2	I expect to do well in this class.	0.909	0.948	0.96	0.827
	SA3	By studying appropriately, I can learn the material.	0.896			
	SA4	I prefer course material that arouses my curiosity.	0.901			
	SA5	I am satisfied with trying to understand the content.	0.916			
Student's Achievement	SAT1	I learn a better way to achieve my goals.	0.711	0.951	0.961	0.802
	SAT2	I think my grades would be effective in my success.	0.873			
	SAT3	I believe in teamwork for the achievement of success.	0.907			
	SAT4	I cooperate with others in targeting my goals.	0.898			
	SAT5	I feel goals can be achieved with constructive learning.	0.897			
Student Learning	SL1	I think of how poorly I am doing in class.	0.902	0.910	0.934	0.740
	SL2	Learning through modern techniques and instruction is convenient.	0.879			
	SL3	I enjoy learning lessons.	0.911			
	SL4	I feel isolated in learning.	0.900			
	SL5	I prefer the traditional method of learning.	0.901			
	SL6	I adopt new techniques of learning.	0.881			

Additionally for study items' distinct findings, the "discriminant validity" is also checked in present research with the "Heteritrait-Monotrait (HTMT)" method. Gold, Malhotra, and Segars (2001) recommended the threshold for "HTMT < 0.90" for apparent discriminant validity. Table 3 findings show the research has "discriminant validity".

Table 3. HTMT

	Conflict Management	Negotiating Leadership Skills	Student Attitude	Student Learning	Student's Achievement
Conflict Management					
Negotiating Leadership Skills	0.736				
Student Attitude	0.791	0.693			
Student Learning	0.781	0.676	0.792		
Student's Achievement	0.827	0.687	0.792	0.784	

The path of the study is identified by "PLS Bootstrapping" calculations (Figure 4). The threshold for the significant path is "t > 1.96 and p < 0.05". According to the results, the impact of negotiating leadership skills is significant on conflict management "β = 0.698, t = 17.779 and p = 0.0001". Furthermore, the impact of negotiating leadership skills is noteworthy on student achievement "β = 0.778, t = 26.538 and p = 0.0001". Thirdly, the impact of conflict management is accepted on student learning "β = 0.928, t = 122.178 and p = 0.0001". Fourthly, the student attitude is influenced by conflict management "β = 0.938, t = 118.664 and p = 0.0001". Fifthly, the impact of student attitude is momentous on student achievement "β = 0.371, t = 4.881 and p = 0.0001". Finally, the impact of student learning is substantial on student achievement "β = 0.148, t = 2.066 and p = 0.039". The path findings are available in Table 4.
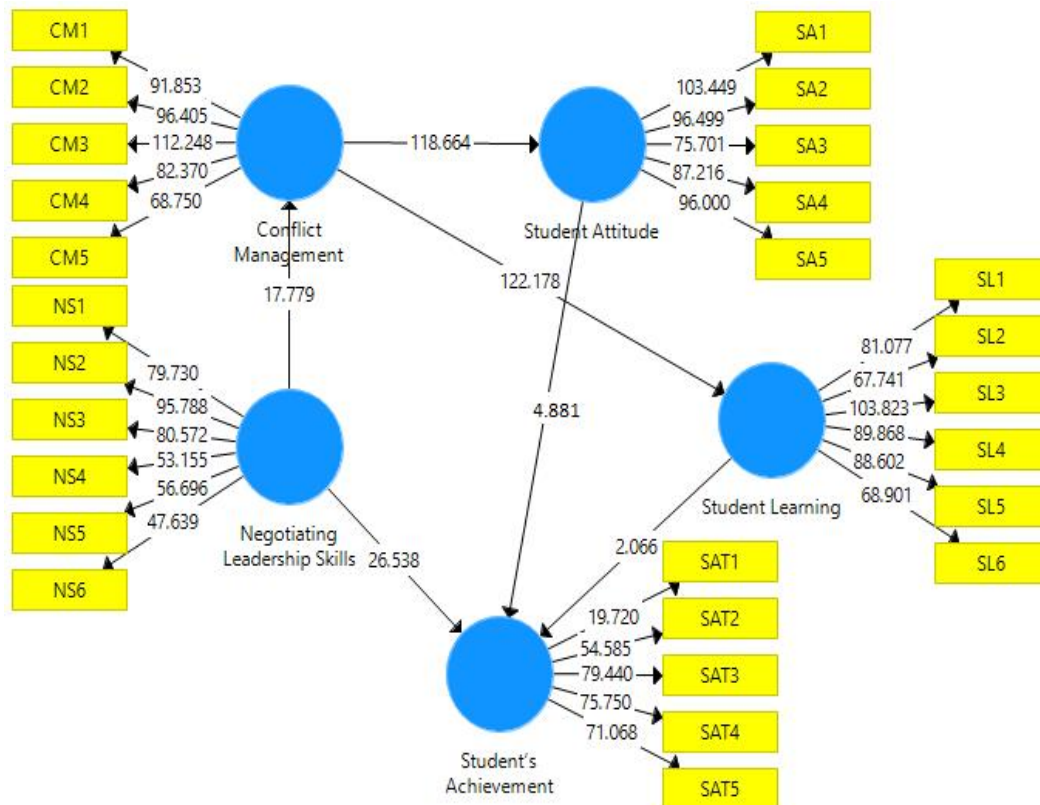

Figure 4. Structural Model

Table 4. Path Findings

Hypothesis	Relationship	Original Sample	Standard Deviation	T Statistics	P Values
1	Negotiating Leadership Skills -> Conflict Management	0.698	0.039	17.779	0.0001
2	Negotiating Leadership Skills -> Student's Achievement	0.778	0.029	26.538	0.0001

Hypothesis	Relationship	Original Sample	Standard Deviation	T Statistics	P Values
3	Conflict Management -> Student Learning	0.928	0.008	122.178	0.0001
4	Conflict Management -> Student Attitude	0.936	0.008	118.664	0.0001
5	Student Attitude -> Student's Achievement	0.371	0.076	4.881	0.0001
6	Student Learning -> Student's Achievement	0.148	0.072	2.066	0.039

Furthermore, for predictive relevance "PLS Blindfolding" results are considered. According to Ringle, Da Silva, and Bido (2015), "the value of Q^2 must not be below 0 for predictive relevance". This "Q^2" is checked to determine the significance of the study model. The findings in Table 5 show the study has appropriate significance.

Table 5. Predictive Relevance - Q^2

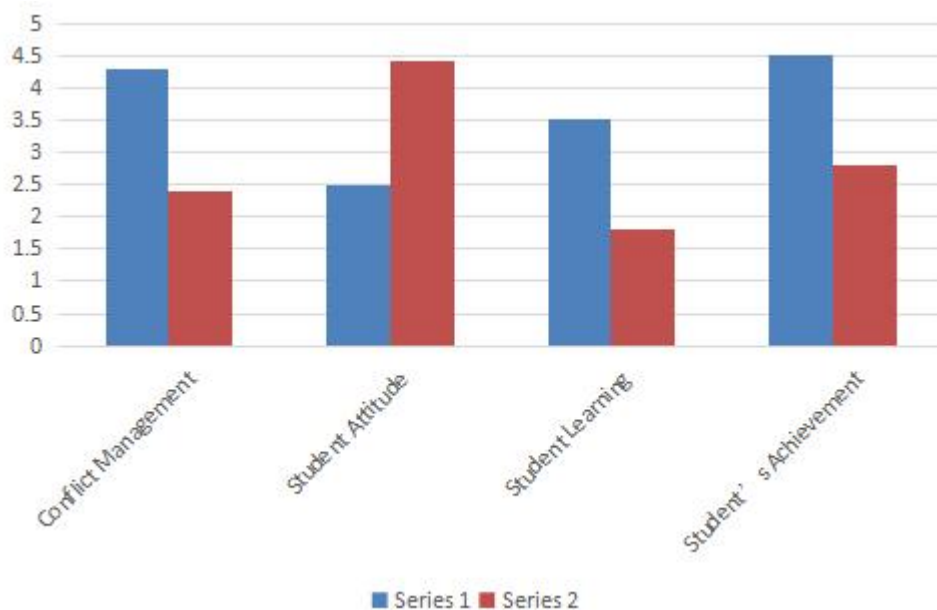|	SSO	SSE	Q^2 (=1-SSE/SSO)
Conflict Management	1195	728.971	0.39
Student Attitude	1195	336.251	0.719
Student Learning	1434	450.01	0.686
Student's Achievement	1195	428.566	0.641

Figure 5. Path Findings

Discussion

The practical implications of this research are important to improve the influence of negotiating leadership skills toward resolving conflict and student achievement. The first hypothesis is accepted and revealed the impact of negotiating leadership skills on conflict management is significant. Research Hypothesis One result shows the relationship between negotiation processes and university conflict resolution. The null hypothesis was rejected, implying that there is a positive relationship between negotiation processes and university conflict resolution. The implication of this result is that the negotiation process has much weight on how conflicts can be resolved at the student level. This relationship is validated by earlier studies. Vallone et al. (2022) emphasized the need of having strong negotiation abilities to close a contract successfully. Zhang et al. (2021) came to the conclusion that leaders are effectively managing their

responsibilities to increase their performance and productivity based on their negotiating skills. According to Marigat and Cheruiyotomo (2022), disputes at work are inevitable, but good leaders are extremely motivated to find a workable solution based on their observations. Zhang et al. (2021) concluded that the ability to lead is put to the test when management does its job well and moves forward with humility.

The second hypothesis is accepted and revealed the impact of negotiating leadership skills on student achievement is significant. According to Khalid et al. (2018) study, having good negotiation abilities is essential for reaching the goal. Indeed, according to Mor Barak et al. (2022), those with superior thinking and the capacity for successful development can carry out their responsibilities more effectively. The students need learning chances since they can execute better tasks that are crucial for developing their abilities and learning based on these educational activities (Leroy et al., 2022). Zhong et al. (2022) concluded that although disputes are a natural part of life, mastery of these skills is required to produce the kind of productive output that is vital for the greater development of the work.

The third hypothesis is accepted and revealed the impact of conflict management on student learning is significant. This relationship is validated by earlier studies. Hosen et al. (2021) also emphasized that students' performance can be enhanced if they have good learning abilities and feel that they shouldn't get involved in fights. Esmaeili (2002) maintains that students shouldn't get involved in disputes because their living conditions are crucial to their academic success. According to Rahimirad and Shams (2014), children should be taught conflict resolution techniques because these abilities are crucial to their academic success. Additionally, Abrantes, Seabra, and Lages (2007) concluded that kids learn best when they have a practical strategy for overcoming any challenges that may stand in the way of their success.

The fourth hypothesis is accepted and revealed the impact of conflict management on student attitude is significant. Since it encourages pupils to operate effectively, conflict management is considered an art form by Singh and Alshammari (2021). Students who are involved in various types of conflicts are not taking an active role in finding solutions. According to Chung et al. (2021), for students to perform better and produce more useful work, they must possess conflict management abilities. Espin et al. (2017) concluded that students who are involved in various conflicts are less productive in their work and performance due to their mental health difficulties. Coskun (2010) concluded that pupils need to be educated and that to urge them to work well, confrontations must be avoided.

The fifth hypothesis is accepted and revealed the impact of student attitude on student achievement is significant. This relationship is validated by earlier studies. Baniabdel Rahman (2010) contends that students need to be inspired to approach their academic work constructively to advance their learning capacity. Contrarily, according to Yin et al. (2021), students who are not extremely involved in learning new abilities have less productive attitudes and suffer in their employment. Students must have a more optimistic outlook to achieve better, and they must work appropriately to serve their best interests (Sung, Y.-T. et al., 2016). According to Vignery (2021), students' opinions and thoughts about their objectives, ambitions, and aspirations have a big impact on their learning and ability to perform better in a productive way.

The sixth hypothesis is accepted and revealed the impact of student learning on student achievement is significant. This relationship is validated by earlier studies. When kids don't have conflicts with their learning, Jia et al. (2022) contends, their performance can improve. However, pupils must be inspired to work toward the future-focused goals required for greater performance. Achieving goals be a result of improved learning, while pupils who aren't driven to do better may perform worse due to a lack of interest in studying (Espin et al., 2017). Sung, H.-Y., and Hwang (2013) contend that for effective performance and superior achievements, students must concentrate on their abilities to learn and develop new talents. Yin et al. (2021) concluded that pupils' education is essential to their future well-being and academic success.

Conclusion

The study concluded that the influence of negotiating leadership skills on resolving conflict and student achievement in the Zhejiang Province of China is critical and students should have

education in conflict management. This research has developed a significant model that is a remarkable contribution to the body of knowledge based on its significant findings developed by primary data collection by the students.

Theoretical Implications

This research has remarkable theoretical implications in the literature. Importantly, it has introduced a significant model in the body of knowledge that is based on different factors that have a significant impact on student achievement. However, the research has introduced the relationship between negotiating leadership skills and conflict management in the educational context that was not studied earlier by researchers. Secondly, the study has introduced the relationship between negotiating leadership skills and student achievement knowledge which is a remarkable contribution to the literature because this relationship has extended the theory of student achievement. Thirdly, the research has highlighted the relationship between conflict management and student attitude which is also remarkable based on its implications. Furthermore, the research has highlighted the impact of conflict management on student learning which is also a remarkable contribution to the body of knowledge. Apart from this significant contribution, the study has introduced the impact of student attitude on student achievement in the literature which is significantly important. Moreover, the impact of student learning on student achievement is remarkably highlighted by this research which has enhanced the literature. These significant theoretical implications would enhance the literature and understanding of scholars in the future for the development of studies for further contribution to literature.

Practical Implications

The research has remarkable practical implications for student achievement for their better learning and better working. The study has identified that the students are critical stakeholders of their success, therefore they are required to develop their negotiating skills in an effective way to improve their conflict management skills. The negotiation of students plays a critical role in their performance and success that is necessary for their active performance. The students must be trained to be humble in any conflict and their attitude must be positive to the management of conflicts that are necessary for their better learning opportunities. Furthermore, negotiating skills are not only useful for their academic skills management, but these skills are necessary to be tackled for managing the issues in the future. Furthermore, the research highlighted that the students are required to be active and their conflict management goals can facilitate them in their better learning and development of their attitude. No doubt, the students who have better critical skills to resolve any kind of conflict in the way of their success, these students can work in a far better way to avoid all kinds of obstacles in the way of learning, and effectively their attitude would be positive. The students are required to be effective learners and they must have appropriate learning and conflict management skills that are necessary for a better opportunity in their learning and advancement of their goals. Therefore, practically this research has emphasized different ways with the help of negotiating leadership skills and conflict management to develop better attitudes and learning of the students to improve the chances of their achievements.

Future Recommendation

Although the researchers determined that the role of negotiating leadership skills, student attitude, student learning, and conflict management is necessary for student achievement is significant, the model developed by this research is a significant contribution to the body of knowledge. Yet, the research has some limitations that are endorsed by some remarkable future directions for the scholars in the future to improve the research model and contribution to the body of knowledge. To begin with, this research has only introduced negotiating leadership skills for conflict management and student achievement, but it has not introduced any factor that is supporting this relationship. This limitation of the study can be addressed by scholars while considering the teacher's motivation as a mediator between negotiating leadership skills and conflict management. Furthermore, this research has only introduced conflict management for student attitude and student learning, yet it has not introduced any factor that is supporting this relationship as well. In this way, this limitation of the research can be addressed by the scholars while considering the cogitative ability as a moderator between conflict management, student

learning, and student attitude. Finally, the study has demonstrated that student attitude and student learning have an impact on student achievement. However, future studies are required to introduce more variables in this model, and the impact of learner personality on student achievement should be tested for significant contribution to research.

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