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Assessing the effects of negotiating leadership skills and conflict resolution on student achievement in Zhejiang Province, China: A structural equation modeling approach

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Abstract

The main aim of this study was to examine the influence of Negotiating Leadership Skills and Conflict Resolution on student achievement in educational institutions located in Zhejiang Province, China. Teachers have a diverse function that surpasses the primary transmission of academic content. In addition to the information of knowledge, educators undertake the essential duty of assuming the role of educational leaders, actively influencing the learning environment. An online survey was employed to gather data from a sample of 200 teachers employed in academic institutions located in Zhejiang Province. To evaluate the impact of negotiating leadership skills and conflict resolution on student achievement, SPSS, and structural equation modeling were used via SMART PLS 4. The research findings revealed a significant correlation between negotiating leadership skills and conflict resolution in relation to student achievement. The research possesses theoretical relevance since it introduces novel links to the current body of knowledge. The study's practical implications are significant as they contribute to enhancing the impact of negotiating leadership skills and conflict resolution on student achievement. Undoubtedly, research has certain limitations acknowledged by scholars as potential avenues for further exploration to enhance the research framework and its contribution to the existing body of knowledge.

Keywords: Conflict resolution, Conflict, Negotiating leadership skills, PLS-SEM, Student achievement.

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1. Introduction

Higher education in China is currently on the verge of becoming universal, bringing several challenges and obstacles [1]. For instance, poor teaching quality is one of the many problems facing higher education, especially in recently built universities and colleges, due to China's rapid expansion in teaching scales [2]. The most crucial objective for the future development of higher education in China is, without a doubt, to increase the caliber of instruction in these institutions while also broadening the scope of teaching [3]. China is one of the few socialist countries in the world, and the Communist Party of China controls all the national policies and development guidelines [3]. The Chinese education system, which encompasses China's higher education, has insisted in recent years on carrying out the Party's education policy by following the socialist directives of the Communist Party when operating schools in order to fulfill the essential task of "strengthening moral education" [4]. The Chinese Communist Party Secretary General and President of the People's Republic of China, Xi Jin Ping, declared that the following objectives must be met: localizing education development in China, accelerating the universalization of higher education, building a strong nation in international academics, providing content-rich education for the populace, raising the next generation of national rejuvenators, and producing well-rounded socialist builders [5].

Several noteworthy considerations for educators include the enhancement of teacher development and support in attaining significant professional growth [6]. These concerns need careful attention [7]. A diverse range of opportunities exists for instructors to engage in professional development [8]. In recent years, there has been a notable scholarly emphasis on enhancing teacher development by training teachers in leadership skills [9]. The ability of teachers to develop leadership skills within the context of their particular educational institutions affects their professional growth. Enhancing teachers' leadership skills significantly contributes to their professional growth, expanding their prospects for success. According to Liu and Hallinger [10], educators who possess a strong level of professional competence may experience increased levels of autonomy within their instructional environments. Nevertheless, it is a prevailing fact that the majority of college educators in China prioritize imparting textbook knowledge and allocate insufficient time and effort towards enhancing their competence, professional aptitude, and capacity for innovation [11].

The present investigation primarily focuses on the instructional activities of instructors, with particular emphasis on the attributes and characteristics of the teachers themselves [12]. In general, individuals possess a multitude of characteristics. Therefore, the present research must be grounded in the distinct attributes of educators. In light of Han and Wang [12] research as mentioned earlier, it is reasonable to assert that investigations into the characteristics of educators should prioritize those factors that signify the control and influence wielded by teachers. Leadership can be conceptualized as the capacity of individuals in positions of authority to exert influence and guide subordinates and other relevant parties toward the attainment of shared goals [13]. This aligns with the researchers' objective of establishing "authority" and "dominance." Despite not holding official leadership positions in the traditional sense, college professors assume many leadership roles in different circumstances, including classroom activities, academic teams, and the management of students [14]. Consequently, the focus of this study pertains to the examination of teachers' instructional activities, specifically emphasizing their leadership roles.

Nevertheless, within academia, there still needs to be more clarity regarding the specific components that define teachers' leadership [15]. The prevailing perspectives can be broadly categorized into two distinct types: the first type is rooted in the conventional framework of leadership theory, which begins by examining the qualities of leaders and analyzing their competencies; the second type delves deeper into the makeup of leadership by considering the specific job requirements in conjunction with it Wang, et al. [16]. However, negotiating abilities have been consistently highlighted in recent years as a significant talent in teachers' leadership studies [17]. In conjunction with the provided background information, the advancement of the higher education discipline must get insights from diverse sectors. The negotiating skills align closely with the requirements outlined by Mediavilla, et al. [18] since they incorporate elements from decision-making theory, game theory, social psychology, and team processes.

Furthermore, within the hierarchical framework of higher education institutions, there exist apparent disparities between educators and students regarding their respective roles and levels of authority [19]. According to Peng, et al. [20], students frequently find themselves in a disadvantaged position due to open disagreements, leading them to adopt covert and negative behaviors to express their discontent. Consequently, the primary objective of many confrontations is to express dissatisfaction. In this context, it is imperative to acknowledge that the conflicts between instructors and learners primarily manifest as psychological discord, characterized by their covert nature and occasional outbursts of anger [21]. Consequently, these conflicts are prone to needing to be addressed or handled correctly.

Most of these issues can be effectively resolved by applying negotiation skills. The book "Essentials of Negotiation" outlines a systematic approach to conflict analysis and developing a settlement strategy for conflicts [22]. Furthermore, examining negotiation encompasses studying several factors, such as the dominant emotional state, the interpretation of affective cues, and the facilitation of seamless transmission of information during the communication process [23]. Therefore, one could argue that one big reason why conflicts between teachers and students in Chinese colleges and universities are getting worse is that teachers, who are usually the ones who start them, aren't learning how to negotiate well enough [24].

Negotiation has multiple purposes, including facilitating the allocation or division of limited resources, fostering collaborative efforts to create novel outcomes beyond individual capabilities, and resolving conflicts or disputes between involved parties [25]. Instances of discussion and decision-making are commonplace occurrences in everyday life. Individuals engage in negotiation and decision-making as they are always involved in selecting choices and reaching agreements. In most instances, bargaining is synonymous with negotiation, yet it is essential to note that these two terms

possess distinct meanings. Stevens, et al. [25] claim that bargaining pertains to scenarios characterized by competition and a zero-sum outcome, while negotiation refers to situations where both parties can achieve mutually beneficial results. According to Helmold [26], a prosperous negotiation is characterized by a mutually beneficial outcome, where the primary focus is reaching an agreement rather than achieving a sense of triumph. Based on the aforementioned perspectives, instructional actions in a classroom setting might be perceived as a prototypical negotiating scenario to reach a mutually beneficial outcome. In the classroom, the teacher and the student must acknowledge that they cannot operate in isolation from one another endeavors to enhance academic results [27]. In addition, while considering the existing educational framework in China, it is evident that while instructors inherently assume leadership roles inside the classroom, there is a necessity for them to acquire negotiation skills to enhance their professional development [28].

Furthermore, when considering the conflicts between educators and learners, as discussed in the literature study, it becomes evident that resolving these disputes can enhance the efficiency of higher education's learning and teaching management [29]. This indicates a positive association between students' achievement and their ability to resolve conflicts. Student academic achievement can be improved by effectively resolving conflicts between teachers and students, and teachers' academic performance can also influence the resolution of disputes. According to Main [30], the capacity of teachers to resolve conflicts is strongly associated with their traits. Teachers' teaching experience, professional competence, communication skills, value orientation, and personal charisma are all significant characteristics that exert influence. Simultaneously, the possession of conflict resolution and communication abilities are fundamental constituents of effective leadership [31].

Teacher leadership plays a significant role in shaping pupils' academic performance. Gardner [32] defined leadership as the act of persuading or setting an example by which a person or a group of leaders influences a group to achieve goals that are either held solely by the leader or shared by both the leader and their followers [33]. According to Grossmann [34], leadership can be contingent since it emerges from specific circumstances that give rise to leaders who catalyze transformative change. In essence, leadership skills can be enhanced by navigating conflicts within specific contexts. Therefore, assuming a leadership role is a continuous personal development and growth journey. For educators, cultivating leadership skills can serve as a means to address and resolve conflicts that may arise between them and their pupils. Devereaux [35] posited that instructors can effectively disseminate their knowledge and skills throughout the school when they engage in discourse and take action. As a result, students' learning outcomes are enhanced, and the organizational learning process is advanced.

Furthermore, it can be contended that leadership is transformational [34]. Transformational leadership is a phenomenon wherein individuals interact with others, elevating both leaders' and followers' levels of aspiration and actualization [36]. Therefore, within the educational community, it can be affirmed that fostering the growth of teachers' leadership abilities can also enhance students' achievement.

In conclusion, educators at Chinese universities and colleges must study teachers' leadership, with a particular focus on enhancing their negotiating skills. This will enable them to effectively address conflicts that may arise between students and teachers, ultimately improving student achievement. The reasons can be briefly summarized as follows: Negotiating skills significantly impact students' academic performance; the capacity to effectively resolve conflicts is likely a crucial aspect of teacher leadership; and there may exist a positive correlation between students' academic achievement and conflict resolution. The present study underscores the significance of these presumed findings for China's higher education.

2. Literature Review

2.1. Negotiating Leadership Skills

The concept of negotiation leadership pertains to the actions, abilities, and traits exhibited by a leader throughout the process of negotiation Dubrin [37]. Dubrin [37] provides a description of the constituent elements of proficient leadership within negotiation contexts, which are amenable to observation and quantification. The ability of a leader to effectively oversee and guide a negotiation process towards mutually beneficial results is a key attribute of negotiation leadership [38]. The concept of negotiating leadership abilities pertains to the inherent or acquired ability of a leader to effectively handle matters in order to reach a mutually beneficial agreement [38]. The leaders who are actively engaged in negotiation are effectively employing their skills to get favorable outcomes in a deal [39]. Mashele and Alagidede [40] emphasized that the sign significance of these skills lies in their capacity to promote a positive work attitude. As a result, actively engaging in the issues strengthens their leadership abilities [41]. The leaders engaged in negotiations exhibit traits of being amiable and modest while also demonstrating emotional intelligence. Moreover, it has been observed that these leaders have a high degree of flexibility in their communication style [42].

2.2. Conflict Resolution

Conflict resolution refers to the process by which many parties engage in finding a mutually acceptable settlement to a disagreement or conflict [43]. Conflict resolution holds significant importance in various contexts, including educational settings, as it facilitates the ability to effectively navigate and address conflicts for the sake of improvement and progress [44]. Individuals that are actively engaged in conflict resolution, including both students and leaders, have a proactive approach and exhibit a significantly improved attitude towards addressing these difficulties. The utilization of conflict resolution abilities facilitates the resolution of crucial issues and serves to prevent any obstacles from impeding the path of effective advancement [45]. The effective resolution of conflicts is crucial for enhancing productivity and achieving favorable outcomes in every business transaction [46]. The inclusion of conflict resolution education in the

curriculum is crucial for students, as it enhances their learning experience and fosters a more sophisticated comprehension of problem-solving strategies that can be applied in future situations [47].

2.3. Student Achievement

The evaluation of a learner's performance in various disciplines or skill areas encompasses an analysis of their knowledge, identity, fixed factors, personality, and abilities [48]. Student performance refers to the level of academic achievement and educational achievements that students have attained [49]. In the majority of instances, the term "attainment" pertains to the acquisition of a high level of expertise in relation to an individual's understanding, skills, and proficiencies across diverse fields of study or areas of specialization. Assessments, examinations, grading systems, and various other forms of evaluative measures are commonly employed to ascerta in a student's level of academic attainment. The accomplishments of students are commonly referred to as the attainment of their objectives and the realization of their aspirations Sung, et al. [50]. Liem, et al. [51], assert that students who exhibit more efficient learning strategies have an elevated degree of motivation, hence enhancing their capacity to effectively participate in task completion and attain their intended goals. Likewise, students who exhibit a lower level of productivity in their academic endeavors tend to experience challenges in achieving success in their personal and professional lives [52]. The productivity of students in their work is contingent upon their achievements, as these achievements serve as a tangible manifestation of their performance [53, 54]. According to De Barba, et al. [55], it is imperative for students to possess a strong level of motivation in order to effectively complete their activities and achieve their desired objectives.

3. Hypothesis Development

3.1. Relationship between Negotiating Leadership Skills on Student Achievement

Education leaders play a critical role in influencing the learning environment and, therefore, the achievement of students. Negotiating leadership skills have received considerable attention within educational environments due to their ability to promote collaboration, adaptability, and innovation among leaders [56]. According to Gupta, et al. [57], educational leaders who have proficient negotiating abilities are more aptly equipped to involve multiple stakeholders in the process of making decisions. The existing body of research provides evidence that educators who engage in active participation in decision-making processes that affect their job tend to experience an increased sense of empowerment, motivation, and dedication to their professional duties [58]. This, in turn, has been found to have a positive impact on student outcomes [59].

According to Voight and Hanson [60], educators who demonstrate strong negotiation leadership abilities have the capacity to foster favorable classroom atmospheres that promote active student engagement and collaboration. Consequently, this phenomenon leads to an improvement in student performance, as students excel in environments that foster their active participation and shared comprehension [61]. According to Tomlinson and Jackson [62], the utilization of negotiating and leadership abilities enables teachers to adapt their teaching approaches in order to effectively cater to the varying requirements of their pupils. By actively engaging with students and taking into account their individual learning preferences, educators have the opportunity to enhance their teaching tactics, which may lead to increased levels of academic success.

In addition, the acquisition of proficient negotiation skills enables educators to actively confront disagreements and effectively manage classroom challenges [63]. Proficiently managing conflicts in a productive manner has the potential to minimize disturbances, hence optimizing the utilization of instructional time, ultimately leading to enhanced student achievement. Based on the above arguments, it is hypothesized that:

H_1: There is a significant influence of teachers' negotiating skills on student achievement.

3.2. Relationship between Conflict Resolving on Student Achievement

Conflict resolution skills are essential components of good teaching that go beyond the simple imparting of knowledge [64]. Within the realm of education, instructors play an important and diverse role. In addition to disseminating knowledge, they also play a crucial role in designing a supportive and effective educational setting [65]. In the educational setting, teachers assume the role of instructional leaders, carrying the weight of influencing not just the scholastic progress of pupils but also their individual maturation [66]. Within this complex and multifaceted position, the capacity to effectively negotiate and address conflicts assumes a crucial role in cultivating a favorable and facilitative educational environment.

Teachers' conflict resolution abilities comprise their ability to effectively confront and manage a range of issues that may emerge within the school environment [67]. Conflicts may arise within the student body, between students and teachers, or even encompass relationships with parents and colleagues [68]. The successful settlement of conflicts necessitates the possession of a range of abilities, such as active listening, empathy, transparent and candid communication, and competency in innovative problem-solving techniques.

When educators possess these conflict resolution abilities, a number of significant benefits result [69]. Primarily, students experience a sense of security and receive adequate assistance while dealing with problems, resulting in an increased inclination to actively participate in the educational process. The presence of a feeling of security and support plays a crucial role in enhancing academic achievements [70]. Furthermore, it has been argued that the implementation of effective conflict resolution strategies plays a crucial role in cultivating trust and promoting harmonious relationships among educators, learners, and parents [71]. Trusting connections have a crucial role in fostering motivation and engagement among students, ultimately leading to tangible effects on student achievement. Based on above arguments, it

is hypothesized that:

H_2: There is a significant influence of teachers' conflict resolution on student achievement.

4. Research Model

Teachers play a multifaceted function that extends beyond the mere transmission of subject matter. In addition to imparting knowledge, they assume the crucial responsibility of serving as educational leaders who actively shape the overall learning environment. This article highlights the importance of teachers' leadership qualities in negotiation and conflict resolution in relation to student achievement. The development of leadership abilities in negotiation entails the active involvement of stakeholders in the decision-making process, the cultivation of a conducive classroom atmosphere, and the empowerment of students. The acquisition of conflict resolution skills empowers educators to effectively handle disturbances, cultivate trust, customize education, and adeptly address problems. Both sets of skills are essential for the maintenance of a positive learning environment, effective management of classroom disruptions, establishment of trust, and customization of instruction. Although the impact of problems like resistance to change and the necessity for continuous professional development on student achievement is substantial, it is important to acknowledge their presence. In summary, the cultivation of these talents is crucial to fostering student achievement and enhancing the educational atmosphere. The proposed research model, as shown in Figure 1, is formulated based on the subsequent discussion:

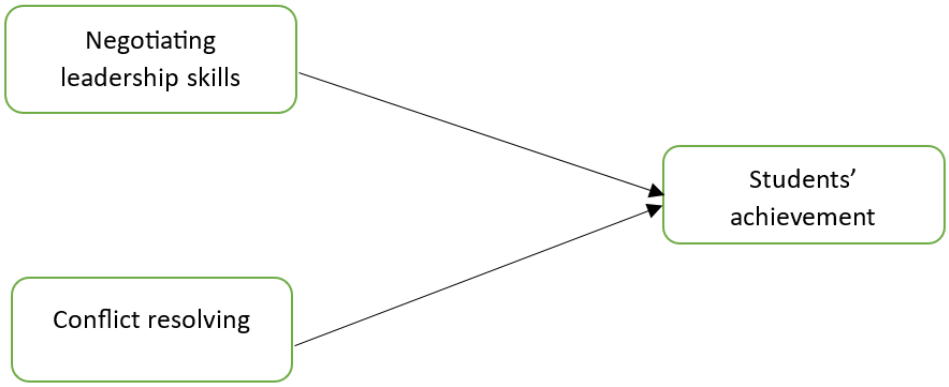


Figure 1.
Research model.

5. Research Design

A research design refers to a comprehensive approach employed to effectively and logically integrate the many elements of a study in order to accomplish the study's purpose [72]. Consequently, it serves as the framework for the systematic gathering, quantification, and examination of data in order to accomplish the objectives of the study. In this study, leading negotiation skills and resolving conflict are examined in relation to student achievement. The research utilized a combination of descriptive survey and correlation research designs [73]. Descriptive survey research is a methodology used to identify and define the characteristics that are linked with specific occurrences, outcomes, or outcome circumstances [74]. According to Apuke [75], the descriptive survey research design is most suitable for gathering personal and social facts, beliefs, and attitudes. This design entails the measurement, classification, analysis, comparison, and interpretation of data, which are fundamental principles for acquiring knowledge and addressing significant problems. The descriptive survey design entails the process of posing specific questions to a representative subset of the population in order to investigate their perspectives, beliefs, and understanding regarding a specific matter [76, 77]. A descriptive research design facilitates the depiction and disclosure of the precise characteristics or profiles of the participants in the study. Inferences are used instead of direct control of independent variables in a correlation study design to find out how variables are related in a systematic and clear way [78]. The variables under consideration in this study encompass teacher negotiation skills, conflict-resolving skills, and student achievement. Using a correlation research strategy enhances a descriptive survey by examining the interrelationship between three variables [79].

5.1. Data Collection Procedure

According to Dalati and Marx Gómez [80], a sample design refers to a comprehensive strategy that outlines the methodology for acquiring a sample or subset from a specific population. Sampling enables researchers to narrow their emphasis to a smaller subset of participants rather than attempting to investigate the entire population, hence enhancing the precision of the study's conclusions [81]. The sampling frame encompasses the entirety of the objects that are included in the research population. In the present context, it specifically pertains to the academic institutions located in Zhejiang Province, China. Hence, a sample refers to a subset or a relatively small fraction of the population that is chosen to collect data in order to address the research inquiry and achieve the objectives of the study [82]. The research will employ a convenience random sampling methodology for participant selection. There were a total of 1400 teachers employed across the three educational institutions in the province of Zhejiang. Based on the findings of Krejcie and Morgan [83], a sample size of 302 is deemed adequate for the present study. The survey questionnaire design was utilozed. The initial step in the data collection process involves informing the relevant institutions where the study is to be

conducted and requesting their cooperation in obtaining responses from the participants inside those institutions. Upon obtaining authorization, the researcher proceeded to establish communication with the departmental coordinators via email. The purpose of this correspondence was to notify the coordinators about the ongoing study and to solicit their assistance in delivering the questionnaires to the intended respondents. As a result of the implementation of COVID-19 procedures and travel restrictions in certain global regions, the distribution of surveys has been modified to utilize Google Sheets. Consequently, participants will be furnished with a hyperlink that grants access to the aforementioned document.

5.2. Research Instruments

Interviews, observing participants, and filling out questionnaires are the three different forms of data collection instruments that Sekaran and Bougie [82] identified. The present investigation made use of a well-organized questionnaire, which the participants were asked to fill out. The questionnaire consisted of four distinct parts that were each given their own heading. In the first section, referred to as Part A, respondents' background information was collected. In Part B, we looked at negotiating leadership skills; in Part C, we looked at conflict resolution skills; and in Part D, we looked at students' achievement.

5.3. Measurement Scales

In the present investigation, the assessment of negotiation leadership skills encompasses five dimensions: accommodating (consisting of 5 items), avoiding (consisting of 5 items), compromising (consisting of 5 items), competing (consisting of 5 items), and collaboration (consisting of 5 items). In the context of conflict-resolving skills, the assessment of individuals' talents in this area is conducted through the evaluation of five key dimensions: Perception (consisting of 5 items), Need (consisting of 5 items), Atmosphere (consisting of 5 items), Future (consisting of 5 items), and Power (consisting of 5 items). In conclusion, the assessment of Student Achievement (STD Ach) encompasses various dimensions, including knowledge (consisting of 3 items), personality (comprising of 2 items), Identity (comprising of 2 items), skills (comprising of 2 items), and a Fixed component (consisting of 1 item). The current study used a 5-point Likert scale.

5.4. Response Rate

This research examines the influence of leadership traits related to negotiation and conflict resolution on student academic achievement in Zhejiang province, China. The data was gathered through the administration of questionnaires. A total of 302 questionnaires were distributed, with 200 of them being successfully completed and returned, while the remaining 102 were not. The distribution of Google Sheet questions was deemed essential because of the presence of quarantined respondents who were unable to be physically reached as a result of the COVID-19 pandemic. Hence, the response rate deemed legitimate for the present study stands at 66.22%.

5.5. Demographics Analysis

Table 1 displays the age distribution of a sample of 200 people. The most populous age cohort within the sample is the "20-29" category, which includes persons aged 20 to 29. This group comprises 100 individuals, accounting for 50% of the entire sample. The age group denoted as "30-39" comprises a total of 40 individuals, which accounts for 20% of the sample population.

As the age categories go, there is a decline in the number of individuals, with the age groups "40-49," "50-59," and "60 and above" consisting of 30, 20, and 10 individuals, respectively. These figures represent proportions of 15%, 10%, and 5% of the overall population.

Table 1.
Age group.

Age bracket	Frequency	Percentage (%)
20-29	100	50.0 %
30-39	40	20.0 %
40-49	30	15.0 %
50-59	20	10.0 %
60 and above	10	5.0 %
Total	200	100 %

The data presented in Table 2 provide a comprehensive representation of the gender distribution observed in a sample of 200 people. Within the given sample, the male population represents the largest cohort, comprising 90 individuals and accounting for 45% of the overall sample size.

The female population constitutes the second-largest demographic within the sample, consisting of 75 people and representing 37.5% of the total. Approximately 17.5% of people express a reluctance to disclose their gender identity.

Table 2.
Gender.

Gender	Frequency	Percentage (%)
Male	90	45.0 %
Female	75	37.5 %
Not identify	35	17.5 %
Total	200	100 %

Table 3 presents a concise overview of the distribution of marital statuses among a sample of 200 people. Within the examined sample, the most prominent demographic consists of individuals who are married, with a total of 87 participants, or 43.5% of the overall population. The group of singles, consisting of 70 individuals, represents the second-largest cohort, accounting for 35% of the total sample. Furthermore, it is worth noting that out of the total sample, there is a subset of 35 people who have experienced divorce, accounting for 17.5% of the entire population. Additionally, there are 8 individuals who are either widowed or have a deceased spouse, making up 4% of the overall sample.

Table 3.
Marital status.

Status	Frequency	Percentage (%)
Single	70	35.0 %
Married	87	43.5 %
Divorced	35	17.5 %
Widow/Spouse dead	8	4.0 %
Total	200	100 %

Table 4 presents data that provides valuable insights into the educational achievements of a representative sample, including 200 people. Significantly, the most prominent educational cohort among the surveyed population consists of persons holding master's degrees, comprising a total of 95 individuals, which accounts for 47.5% of the overall sample. The group consisting of individuals with a bachelor's degree is the second largest, including 49 individuals and representing 24.5% of the total. The sample consists of persons with degrees, accounting for 18.5% (n = 37), and individuals with PhDs, representing the lowest group at 9.5% (n = 19).

Table 4.
Education level.

Status	Frequency	Percentage (%)
Diploma	37	18.5 %
Bachelors	49	24.5 %
Masters	95	47.5 %
PhD	19	9.5 %
Total	200	100 %

Table 5 provides significant information regarding the distribution of work experience among a representative sample of 200 people. The group with the highest level of experience is made up of people who have worked for 6-10 years, with a total of 103 participants, representing a substantial 51.5% of the sample. The group with the second highest number of persons comprises 65 individuals, accounting for 32.5% of the total population, and falls within the 1–5-year range. Furthermore, it is worth noting that those who possess an experience level ranging from 11 to 15 years make up 11% of the sample, consisting of 22 people. Conversely, the group with an experience level above 15 years constitutes the smallest proportion at 5%, encompassing a total of 10 individuals.

Table 5.
Experience.

Years	Frequency	Percentage (%)
1-5 years	65	32.5 %
6-10 years	103	51.5 %
11-15 years	22	11.0 %
More than 15 years	10	5.0 %
Total	200	100 %

6. Results

The primary data analysis was conducted using Smart-PLS, ensuring adherence to the assumptions of Partial Least Squares Structural Equation Modeling (PLS-SEM) as outlined by Arshad, et al. [84]. The analysis comprised several fundamental components, namely the evaluation of the measurement model and the evaluation of the structural model, which constituted the primary focal points of the analysis [85, 86]. Various statistical measures, including Cronbach's alpha, composite reliability, and average variance extracted (AVE), were employed to evaluate the reliability and validity

of the measurement items. Consequently, the validity and reliability of the measurement model could be examined. In order to ascertain the extent to which each construct effectively captured its intended notion, an evaluation of discriminant validity was conducted. In order to find the differences between the latent constructs, bootstrapping, and analysis of path coefficients were the main analytical methods used in the structural model assessment.

6.1. Measurement Model Assessment

PLS-SEM analysis was conducted using a two-stage approach as defined by Hair, et al. [87]. As a result of this phase, both a "Measurement Model" and a "Structural Model" will be evaluated, rendering it an extremely crucial part of the overall process as both models will be evaluated. Prior to conducting an examination of the structural model, Henseler, et al. [88] propose that it is advisable to initially analyze the measurement model in order to ensure the significance and applicability of the findings. After the measurement model was evaluated, the structural model was examined as a second stage. According to the study, the composite reliability values (CR) for the constructs associated with Negotiation leadership skills (0.788), Conflict resolving skills (0.837), and Student Achievement (0.882) were consistent throughout the constructs examined in the research, as demonstrated in Table 6.

This measurement model appears to be reasonably reliable based on the provided data. Additionally, the Cronbach's alpha coefficients for the variables under investigation were determined to be 0.758 for Negotiation leadership skills, 0.812 for Conflict resolving skills, and 0.854 for Student Achievement. The examination of the convergent validity of the constructs was conducted by employing the Average Variance Extracted (AVE) measure. AVE, which should be 0.5 or above, refers to the grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators) [89]. The data reported in Table 6 reveals that the average AVE values for Negotiation leadership skills, Conflict resolving skills, and Student Achievement were 0.575, 0.612, and 0.705, respectively. The analysis of the provided data reveals that each construct's corresponding indicators can explain a sizeable portion of the variations seen in each construct, indicating a strong presence of convergent validity.

Table 6.
"Reliability and validity".

Constructs	Item loading	CA	CR	AVE
Negotiation leadership skills	0.687-0.887	0.758	0.788	0.575
Conflict resolving skills	0.711-0.921	0.812	0.837	0.612
Student achievement	0.802-0.909	0.854	0.882	0.705

The Fornell-Larcker Criterion [90] was employed to assess the discriminant validity of the model. The aforementioned criterion is depicted in Table 7. In accordance with this criterion, the construct correlations are compared to the square root of the average variance extracted (AVE) on the diagonal. The purpose of assessing discriminant validity among dimensions is to determine whether the items measuring these constructs are redundant. Additionally, it implies that factors or items just assess a single underlying construct [91]. The study shows that there is a strong link between diagonal and off-diagonal correlations for all reflective constructs, as shown by the square root of the average variance obtained. Undoubtedly, the research has exhibited the ability to discern distinctions across various groups, as each construct possesses unique characteristics distinct from one another. The present study demonstrated satisfactory convergent validity in appropriately assessing the components through the employed assessment items.

Table 7.
"Fornel-Larcker criterion".

IVs	1	2	3
1. Negotiation leadership skills	0.752		
2. Conflict resolving skills	0.714	0.837	
3. Student achievement	0.529	0.523	0.772

6.2. Structural Model Assessment

After establishing the validity and reliability of the measurement model, an evaluation of the structural model was conducted. As part of the study, the researchers did an analytical phase where they looked closely at the path coefficients and calculated the R^2 value, which is also called the coefficient of determination, based on the hypothesis. The R^2 score of 43.5% for Student Achievement indicates the proportion of variance that can be accounted for by the model. In order to assess the importance of the path coefficients and examine the hypotheses, the Smart-PLS technique was employed with bootstrapping. A one-tailed test was conducted with a significance level of 5%. Statistical tests of significance and importance were conducted using "p-values" and "t-statistics." As shown in Table 6, the structure model is usually referred to as the "inner model." Statistical significance is shown for the path coefficients in Table 8. The aforementioned findings offer valuable insights on the magnitude and orientation of the relationships among the variables, facilitating the examination of hypotheses and the interpretation of the model's implications. Furthermore, the findings not only offer valuable insights into the interrelationships among variables but also shed light on their magnitude and orientation.

Table 8.
"Direct hypothesis testing".

H	"Beta"	"T-value"	"P-value"	"Decision"
H1: Neg lead skl ->STDach	0.136	2.132	0.001	Significant
H2: Conf resoskl -> STD ach	0.203	3.061	0.000	Significant

A statistically significant connection was observed between the first hypothesis (H1), which posited that "there exists a significant impact of teachers' negotiating skills on student achievement" (Beta = 0.136, t = 2.132, $p<0.01$). The findings of this study suggest a significant correlation between teachers' negotiation skills and student achievement.

The second hypothesis (H2) posited in this study suggests that "there exists a substantial impact of instructors' conflict resolution skills on student academic achievement." Based on the findings presented in Table 8, a clear and statistically significant relationship is observed between instructors' conflict-resolving abilities and student achievement. The beta coefficient of 0.203, the t-value of 3.061, and the p-value of less than 0.01 specifically show that a positive correlation is evident.

7. Conclusion and Discussion

The findings of the study contribute to a more comprehensive comprehension of the impact of instructors' interpersonal abilities, particularly their negotiating skills and conflict resolution skills, on student achievement. The ramifications of these findings are of great importance to the area of education, since they provide insights into the complex nature of effective teaching that go beyond conventional pedagogical methods.

Commencing with the initial hypothesis (H1) pertaining to the proficiency of instructors in negotiation, the findings reveal a noteworthy and statistically significant association between negotiating skills and student achievement. This correlation implies that teachers who exhibit proficient negotiation abilities are more adept at effectively managing classroom dynamics, engaging in productive discussions with students, and adjusting their teaching approaches to cater to the unique needs of individual pupils. The acquisition of negotiating skills might involve the capacity to effectively manage conflicts, promote conversations, and make impartial and efficient judgments within the educational setting. The acquisition of such skills has the ability to foster an environment that is conducive to learning, wherein students have a sense of being acknowledged and comprehended. Consequently, this may lead to enhanced academic achievements.

Transitioning to the second hypothesis (H2) of the study, which investigated the conflict resolution skills of teachers, a notable and affirmative correlation was discovered between these skills and student achievement. It indicates that teachers who demonstrate exceptional skills in conflict resolution, whether it be in managing interpersonal conflicts among students or in their interactions with individual students, have a tendency to cultivate a classroom environment that is characterized by greater harmony. The implementation of efficient conflict resolution strategies has the potential to mitigate disturbances and diversions, thereby facilitating the creation of a conducive educational setting characterized by enhanced concentration and engagement. Furthermore, educators who possess expertise in conflict resolution are more inclined to cultivate a favorable relationship with their students, thereby potentially enhancing student engagement and motivation. Consequently, this can result in enhanced academic achievements.

The aforementioned studies emphasize the comprehensive aspect of successful pedagogy, emphasizing that it encompasses more than just the dissemination of content expertise. Teachers who demonstrate proficiency in their own areas of knowledge, along with possessing robust interpersonal skills, are more aptly equipped to establish meaningful connections with their students and provide them with the necessary support. This implies that it would be beneficial for teacher training and professional development programs to have modules that specifically target the enhancement of bargaining and conflict-resolving abilities.

8. Theoretical and Practical Contribution

This study adds to the current academic discourse surrounding teacher-student relationships by emphasizing the influence of these interactions on student achievement. This finding supports the notion that establishing excellent teacher-student connections is crucial for achieving academic excellence. This study presents a critique of the prevailing perspective on effective teaching, asserting that it involves a broader range of factors beyond just subject matter proficiency. This study enhances the theoretical framework by emphasizing the significance of teachers' interpersonal skills, particularly their capacity for negotiation and conflict resolution, in establishing an optimal learning environment. The research indicates a movement towards adopting a comprehensive approach to the training and ongoing professional growth of teachers. This perspective challenges the conventional emphasis on instructional procedures by calling for the incorporation of elements that foster the development of negotiation and conflict-resolving skills.

It is recommended that teacher training institutes and professional development programs integrate courses that specifically emphasize the cultivation of negotiating and conflict-resolving skills. This pragmatic measure can enhance educators' readiness to effectively manage classroom dynamics. Educators have the ability to effectively control classroom dynamics by employing tactics that draw upon negotiation and conflict resolution skills. This entails the resolution of disagreements among students and the establishment of a cohesive learning environment. Educational institutions and school districts have the capacity to offer continuous professional development initiatives that are expressly designed to strengthen teachers' interpersonal skills. Workshops, coaching, and mentoring can be employed as strategies to provide assistance and support to instructors in this context. It is imperative for educational administrators to acknowledge the significance of teachers' interpersonal aptitude and duly incorporate these skills into teacher evaluations

and recruitment procedures. Fostering a cultural milieu that places significance on these proficiencies has the potential to enhance the quality of educational settings.

9. Limitation and Recommendation

The results of the study indicate a noteworthy association between the interpersonal skills of instructors, particularly their capabilities in negotiation and conflict resolution, and the academic achievement of students. Although the aforementioned insights provide perspectives into the intricate aspects of successful instruction that go beyond conventional teaching methods, it is important to acknowledge certain constraints. Initially, the study indicates a correlation between teacher skills and student accomplishment, but it does not conclusively establish a causal relationship. This leaves the possibility for other unexplained elements that may influence both teacher skills and student achievement. Moreover, it is important to acknowledge that the generalizability of the findings in this study may be constrained due to the limited scope and sample size, which may not adequately encompass the complete range of educational contexts and their diversity. In addition, the utilization of self-reported data provided by teachers may create response bias and might fail to accurately depict their genuine talents or conduct. In order to mitigate these constraints, it is advisable for forthcoming investigations to incorporate mixed-methods methodologies, employ longitudinal designs, and prioritize the enhancement of teacher interpersonal competencies within training and professional development initiatives. In addition, it is imperative for educational institutions and politicians to acknowledge the significance of these talents and establish a conducive atmosphere that fosters their development. Moreover, it is crucial to contemplate a wider range of criteria for assessing teacher efficacy, going beyond solely academic accomplishments.

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