

DEVELOPING THE PERSONNEL ADMINISTRATION GUIDELINES OF TEACHERS' CONFLICT MANAGEMENT OF JINNIU JIAOZI KINDERGARTEN, CHINA

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Abstract

The objective of this research was to develop personnel administration guidelines of teachers' conflict management of Jinniu Jiaozi Kindergarten, China. For the investigation of problems and needs, the samples were divided into 2 groups, namely: 1) 148 teachers; 2) 56 administrations that employed by stratified random sampling method. This study used a set of questions from a questionnaire and focus group discussion sessions. Rating scales were used to rate the degree of problems and needs. The collected information and data were analyzed through content analysis and presented in the form of frequency, mean, and standard deviation. The findings indicated that: 1) current situation to enhance teachers' conflict management were all at the "Highest" level. 1.1) Lack of effective communication and understanding among teachers, uneven distribution of resources and time leading to quality challenges. 1.2) The absence of a transparent conflict resolution framework. 1.3) I believe that ongoing professional development in the field of education is crucial to improving the quality of education. 1.4) In team collaboration, teachers can maintain respect and tolerance for different professional perspectives and educational concepts. 1.5) Effective communication and understanding between teachers on professional perspectives and educational theories. and 2) The personnel administration guidelines of teachers' conflict management were 2.1) Effective communication and understanding between teachers on professional perspectives and educational theories, 2.2) Effective communication among team members helps maintain a respectful and inclusive work atmosphere, 2.3) The team's conflict resolution mechanism is transparent and clear to members, 2.4) The team's conflict resolution mechanism can flexibly respond to different types of conflict situations, 2.5) Think the distribution of work tasks within a team is generally clear and transparent.

Keywords: Personnel Administration Guidelines, Conflict Management, Teachers

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Introduction

Throughout the world, public personnel management (also known as human resource management or HRM) is widely recognized as essential for effective government. Increasingly, as we come to view the shared role of governments, private corporations, and international development organizations (governance) as the key to sustainable development, we recognize that throughout the world, human resources are potentially available yet, in practice, wasted. Interrelated global conditions--economic, political, social, and environmental define the new millennium. Some are positive: Economic development and increased government capacity in countries like Brazil, Russia, India, and China raise hopes of a global trend toward stable, transparent, and representative governance. Others are negative: Global climate change, endemic poverty in sub-Saharan Africa, endemic violence in "hot spots" like Chechnya and Pakistan, and the continued fragility of Middle Eastern states threaten complex and fragile governance networks. Whether positive or negative, these conditions substantially affect administrative culture and, thus, how HRM systems develop in practice (Klingner et al., 2015, p. 3).

The original intention is to point to the south, and it is extended to the meaning of guidance. Things that provide people with instructive materials or situations (such as travel guides and operation manuals) that are used as a metaphor for identifying directions. As a management tool, the guidelines have critical Management guiding and directional functions in different work fields. In school management work, it can provide managers with a scientific management framework, help school managers strengthen organizational Management, improve the management system, and is an essential guarantee for the high-quality development of school education (Pont et al., 2008, pp. 108-112) In the organization and Management of work in different fields; guidelines are not only the management standard for high-quality development of enterprises, but also a critical situation that reflects corporate culture. A perfect corporate culture is a catalyst to promote high-quality employee production. Each company has its cultural guidelines, which can provide employees with a warm and humanized corporate culture experience and increase employee cohesion.

Personnel management as we know it today grew out of welfare work, on the one hand, and Scientific Management, on the other. It came to embrace added functions and concepts, the most important of which was that idealism and realism were compatible in dealing efficiently with human beings (Eilbirt, 1959, pp. 345-364).

The United States was the primary power representing democratic countries after World War II. After the collapse of the Soviet Union, it became a post-war country, the most significant world power of the Cold War era. Termination of employment in the Slovak Republic represents a challenge to H.R. professionals due to its complex nature and strict requirements for legal compliance. The submitted paper focuses on the analysis of various forms of termination of employment in the Slovak Republic in detail, such as termination by agreement, termination by notice, immediate termination, and termination in the probation period, as well as the multifaceted issue of collective redundancies. In addition, managerial aspects of termination are consulted, and recommendations are given. In terms of

methodology, theoretical methods of research, including logical abstraction and deduction, as well as comparative methods alongside qualitative methods, have been deployed. The main aim of the submitted contribution is to present a comprehensive guide for H.R. professionals as well as the lay public in the particular area that termination of employment in the specific conditions of the Slovak Republic truly is (Nosková & Peráček, 2019, pp. 44-59).

Certain conflict management techniques may be linked to specific leadership attributes, according to some studies. An effective conflict resolution strategy could be taught by a transformative leader, for instance. In contrast to transformational leadership, a laissez-faire approach to leadership might be consistent with the Avoidance conflict management technique because passive leadership is defined by staying away from solving issues. Disputes at work, such as conflicts amongst coworkers, are said to increase under laissez-faire leadership because it ignores conflicts (Gkolia et al., 2018, pp. 176–196). With the continuous reform of education, managers and teachers need to constantly improve their understanding and management ability of conflicts and form a set of guidance manuals for teacher conflict management.

Research Objectives

To develop the personnel administration guidelines for teachers' conflict management at Jinniu Jiaozi kindergarten, China.

Research Method

Scope of Study

1. Personnel Administration (Indira Gandhi National Open University, 2020, pp. 14-15)
 - 1.1 Manpower planning, recruitment, selection, placement and termination
 - 1.2 Education, training and career development
 - 1.3 Terms of employment, methods and standards of remuneration
 - 1.4 Working conditions and employees' services
 - 1.5 Formal and informal communication and consultation, both through the representatives of employers and employees, and at all levels throughout the organization
 - 1.6 Negotiation and application of agreements on wages, working conditions and procedures for the avoidance and settlement of disputes.
2. Teachers' Conflict Management (Göregen & Raemdonck, 2020, pp. 5694-5702)
 - 2.1 Nonviolent Communication
 - 2.2 Intercultural communication
 - 2.3 Socratic Dialogue
 - 2.4 Role-play and Intercultural Communication Philosophical or theological knowledge communication
3. Personnel Administration of Teachers' Conflict Management of Jinniu Jiaozi Kindergarten, China
 - 3.1 Personnel Administration Guideline of Teachers' Conflict Management
 - 3.1.1 Conflict Between Professional Views and Educational Concepts

- 3.1.2 Respect and Tolerate Conflict In Teamwork
- 3.1.3 Conflict Resolution Mechanism In Team Collaboration
- 3.1.4 Teaching Resources and Time Management Conflicts
- 3.1.5 Work Assignments and Conflicting Responsibilities

Population and Samples

Jinniu Jiaozi Kindergarten will be used as a case study in this research. The population in this research project will be divided into 2 groups, namely: 1) 236 teachers participated in the study of the kindergarten management system and 2) 65 education administrators.

In this research project, the sample groups will be divided into 2 groups, namely, 1) 148 teachers who participated in the study of the kindergarten management system and 2) 56 education administrators. The sample groups will be derived from the Taro Yamane formula (Yamane, 1973, p. 887). The respondents were collected through the stratified random sampling technique.

Research Instruments

1. Questionnaire

In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 sets, namely: 1) the managers' set, and 2) the teachers' set. Moreover, it was split into 2 parts sections: 1) general information, and 2) problems of teacher conflict problem for kindergarten teachers.

For the purpose of getting a better understanding of the patterns of personnel management in school conflict management, the researcher chose suitable questions from Ratanavichai et al. (2022, pp. 2950–2955) doctoral dissertation questionnaire, A Model of Conflict Management in Personnel Administration based on Buddhism in Schools under Office of Secondary Educational Service Area, Bangkok and compiled the patterns of personnel management in school conflict management questionnaire for this study.

The questionnaire was evaluated for validity through the Index of congruence (IOC) by the 5 specialists. Each question in the questionnaire was in the range of IOC 0.80 to 1.00. The reliability of the questionnaire was evaluated in terms of Cronbach's alpha coefficient at 0.80 (Cronbach, 1951, pp. 297–334).

2. A set of questions for the online interview

A collection of questions for online interviews. The number of students and teachers to construct a strategic guide for the academic achievement of rural orphans in China was 5. The construction strategy guide will be evaluated by three experts (one Thai professor and two Chinese native speakers). In addition, the experts' answers will 38 provide comments on the correctness and applicability of the strategic guide. Then, the results will be evaluated by IOC (Index of Conformity).

Data Collection

For this research project, the researcher herself collected the data and information from the sample groups. The sample groups were informed of the purposes of the data collection. The researcher submitted a letter of permission to the school director in advance to ask permission to collect the data and information from the samples at Jinniu Jiaozi Kindergarten.

Data Analysis

The Data and information collected will be analyzed, interpreted, and then presented in terms of frequency count, percentage, mean ($\bar{X}$), and standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems in teaching Chinese pronunciation to people with speech organ defects.

The criteria and define at the range of the mean scores as the following: The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline handbook. Rating reference table: (Srisa-ard, 2002, p. 103)

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Conclusions

The findings indicated that: 1) current situation to enhance teachers' conflict management were all at the "Highest" level. 1.1) Lack of effective communication and understanding among teachers, uneven distribution of resources and time leading to quality challenges. 1.2) The absence of a transparent conflict resolution framework. 1.3) I believe that ongoing professional development in the field of education is crucial to improving the quality of education. 1.4) In team collaboration, teachers can maintain respect and tolerance for different professional perspectives and educational concepts. 1.5) Effective communication and understanding between teachers on professional perspectives and educational theories. 1.6) Recognize the educational philosophy in kindergarten. 1.7) Team members are tolerant of different opinions and viewpoints. 1.8) In a team, members are able to maintain mutual respect when dealing with conflicts. 1.9) Effective communication among team members helps maintain a respectful and inclusive work atmosphere. 1.10) In a team, there is an atmosphere of mutual respect among members. 1.11) In teamwork, I feel that every member

is treated. 1.12) The conflict resolution mechanism used by the team was very effective in resolving issues. 1.13) Members are usually satisfied with the outcome after a conflict is resolved. 1.14) Team members have a high level of trust in the conflict resolution mechanisms used. 1.15) The team's conflict resolution mechanism can flexibly respond to different types of conflict situations.

The Personnel Administration Guidelines for Teachers' Conflict Management for Kindergarten Teachers

1. Personnel Administration

1.1 Manpower planning, recruitment, selection, placement and termination

1.1.1 Manpower Planning: In the context of kindergarten teachers' conflict management, manpower planning involves assessing the current and future needs for teachers, considering factors such as class sizes, teacher-student ratios, and the specific skills required for effective conflict management. This planning should also take into account the potential for conflicts and how to mitigate them through appropriate staffing levels and skill mixes.

1.1.2 Recruitment and Selection: When recruiting new teachers, it is crucial to identify candidates who possess strong communication skills, emotional intelligence, and a willingness to engage in conflict resolution. The selection process should include interviews, scenario-based assessments, and reference checks to ensure that candidates are well-suited to manage conflicts effectively.

1.1.3 Placement: Teachers should be placed in roles that match their skills, experience, and personal attributes. This includes considering their ability to work in teams, manage stress, and communicate with parents and administrators.

1.1.4 Termination: Clear policies and procedures should be established for terminating employment, ensuring that conflicts are addressed promptly and fairly. This may involve mediation, counseling, or disciplinary action, depending on the severity of the conflict.

1.2 Education, training and career development

1.2.1 Education and Training: Teachers should receive ongoing education and training in conflict management, including workshops, seminars, and online courses. This training should cover topics such as effective communication, emotional intelligence, negotiation skills, and conflict resolution techniques.

1.2.2 Career Development: Opportunities for career advancement should be available to teachers who demonstrate strong conflict management skills. This may include leadership positions, mentoring roles, or specialized training programs.

1.3 Terms of employment, methods and standards of remuneration

1.3.1 Terms of Employment: Clear and concise terms of employment should be established, outlining expectations for teachers' performance, conduct, and conflict management responsibilities. These terms should be regularly reviewed and updated to reflect changes in the kindergarten environment and educational standards.

1.3.2 Methods and Standards of Remuneration: Teachers should be compensated fairly for their work, with a particular emphasis on recognizing those who demonstrate excellence in conflict management. This may include performance-based bonuses, merit increases, or other forms of recognition.

1.4 Working conditions and employees' services

Create a positive work environment that encourages open communication, mutual respect, and collaborative problem-solving.

1.5 Formal and informal communication and consultation, both through the representatives of employers and employees, and at all levels throughout the organization

Ensure teachers have access to appropriate welfare support, including mental health resources, stress management programs, and physical health initiatives.

1.6 Negotiation and application of agreements on wages, working conditions and procedures for the avoidance and settlement of disputes.

Implement a performance management system that includes regular appraisals and feedback on conflict management skills.

2. Teachers' Conflict Management

2.1 Nonviolent Communication

Encourage teachers to communicate openly and honestly with each other, administrators, and parents. Provide training in active listening, empathy, and clear expression.

2.2 Intercultural communication

Develop a clear and transparent conflict resolution process, including mediation, arbitration, and other forms of dispute resolution. Ensure teachers are aware of and understand this process.

2.3 Socratic Dialogue

Promote a culture of mutual respect, collaboration, and teamwork among teachers. Encourage them to work together to solve problems and manage conflicts constructively.

2.4 Role-play & Intercultural Communication Philosophical or theological knowledge communication

Provide support for teachers facing work-family conflicts, including flexible working arrangements, counseling services, and resources for managing stress and workload.

3. Personnel Administration Guidelines of Teachers' Conflict Management of Jinniu Jiaozi Kindergarten, China

3.1 Conflict Between Professional Views and Educational Concepts

Educational institutions must establish comprehensive guidelines to address conflicts arising from divergent professional views and educational concepts among kindergarten teachers. These conflicts often emerge from varying pedagogical approaches, teaching methodologies, and philosophical perspectives on early childhood education. The resolution framework should encompass several key components to ensure effective conflict management.

3.1.1 Professional Development and Communication Channels

Educational administrators should implement regular professional development sessions that facilitate open dialogue among teachers regarding their educational philosophies and teaching approaches. These sessions should provide a structured environment where teachers can express their viewpoints while maintaining professional decorum and mutual respect.

3.1.2 Collaborative Decision-Making Process

When conflicts arise between different educational approaches, administrators should establish a collaborative decision-making process that: 1) Acknowledges the validity of diverse teaching methodologies, 2) Evaluates the effectiveness of different approaches based on empirical evidence, 3) Considers the specific needs of the student population, and 4) Aligns with the institution's educational mission and objectives.

3.1.3 Mediation and Resolution Protocols

Clear protocols should be established for addressing professional disagreements, including: 1) Appointment of neutral mediators from within the educational administration, 2) Documentation of different viewpoints and their educational foundations, 3) Development of compromise solutions that incorporate valuable elements from different approaches, and 4) Regular review and assessment of implemented solutions.

3.1.4 Professional Standards and Guidelines

The institution should maintain clear professional standards that: 1) Define acceptable ranges of educational approaches, 2) Establish boundaries for professional discourse 3) Outline processes for incorporating innovative teaching methods, and 4) Ensure alignment with national educational standards and best practices.

3.1.4 Evaluation and Assessment

Regular evaluation procedures should be implemented to: 1) Monitor the effectiveness of conflict resolution strategies, 2) Assess the impact of different educational approaches on student outcomes, 3) Identify areas requiring additional professional development or administrative support, and 4) Modify guidelines based on practical experience and emerging educational research.

3.1.5 Documentation and Review

All conflicts and their resolutions should be properly documented to: 1) Create precedents for future reference, 2) Identify patterns in professional disagreements, 3) Inform policy development and refinement, and 4) Support continuous improvement in conflict management procedures.

3.2 Respect and Tolerate Conflict In Teamwork

The establishment of effective guidelines for managing respect and tolerance in kindergarten teaching teams is fundamental to creating a harmonious educational environment. These guidelines address the complex dynamics of interpersonal relationships within educational teams while promoting professional growth and institutional stability.

3.2.1 Foundational Principles of Respect and Tolerance Educational institutions must establish core principles that emphasize: 1) Recognition of individual professional dignity, 2)

Acknowledgment of diverse teaching approaches and methodologies, 3) Appreciation of varied cultural and educational backgrounds, and 4) Understanding of different communication styles and preferences.

3.2.2 Creating a Culture of Mutual Respect

To foster an environment of mutual respect, administrators should implement strategies that: 1) Promote active listening and empathetic understanding, 2) Encourage professional courtesy in all interactions 3) Recognize individual contributions to team objectives, and 4) Support collaborative problem-solving approaches.

3.2.3 Managing Team Dynamics

Effective team management requires: 1) Clear delineation of roles and responsibilities, 2) Establishment of transparent communication channels, 3) Recognition of team members' strengths and expertise, and 4) Regular team-building activities to strengthen professional relationships.

3.2.4 Conflict Resolution Framework

When conflicts arise within teams, the following framework should be applied: 1) Early identification and acknowledgment of conflicts, 2) Implementation of structured dialogue processes, 3) Facilitation of constructive feedback sessions, and 4) Development of mutually acceptable solutions.

3.2.5 Professional Development in Conflict Management

Educational institutions should provide: 1) Regular training in conflict resolution techniques, 2) Workshops on cultural sensitivity and diversity, 3) Seminars on effective communication strategies, and 4) Professional development in emotional intelligence.

3.2.6 Monitoring and Support Systems

To maintain effective team dynamics, institutions should establish: 1) Regular team assessment procedures, 2) Mentoring programs for new team members 3) Periodic review of team collaboration effectiveness, and 4) Support mechanisms for addressing ongoing challenges.

3.2.7 Documentation and Evaluation

The institution should maintain comprehensive records of: 1) Team interaction patterns and outcomes, 2) Conflict resolution processes and results, 3) Professional development participation and impact, and 4) Recommendations for policy improvements.

3.3 Conflict Resolution Mechanism In Team Collaboration

The establishment of effective conflict resolution mechanisms is essential for maintaining productive team collaboration among kindergarten teachers. This framework provides systematic approaches to address and resolve conflicts while preserving professional relationships and enhancing team effectiveness.

3.3.1 Systematic Conflict Resolution Process

Educational institutions should implement a structured conflict resolution process that encompasses:

(1) Initial Assessment Phase: 1) Identification of conflict sources and underlying causes, 2) Documentation of specific incidents and concerns, 3) Evaluation of impact on team dynamics and educational delivery, and 4) Assessment of stakeholder perspectives and positions.

(2) Mediation Protocol: 1) Appointment of qualified mediators from administration, 2) Establishment of neutral discussion environments, 3) Implementation of structured dialogue sessions, and 4) Documentation of agreements and action plans.

3.3.2 Collaborative Problem-Solving Framework The framework should incorporate:

(1) Primary Resolution Strategies: 1) Direct communication between involved parties, 2) Facilitated group discussions, 3) Professional mediation services, and 4) Administrative intervention when necessary.

(2) Supporting Mechanisms: 1) Clear communication channels, 2) Confidentiality protocols, 3) Documentation procedures, and 4) Follow-up assessment methods.

3.3.3 Implementation Guidelines Educational administrators should ensure:

(1) Structural Elements: 1) Establishment of clear resolution timelines, 2) Definition of roles and responsibilities, 3) Development of communication protocols, and 4) Creation of documentation standards.

(2) Process Management: 1) Regular review of resolution effectiveness, 2) Modification of procedures based on outcomes, 3) Professional development in conflict management, and 4) Support systems for ongoing resolution efforts.

3.3.4 Monitoring and Evaluation

The institution should maintain:

(1) Performance Metrics: 1) Resolution success rates, 2) Team satisfaction levels, 3) Implementation effectiveness, and 4) Long-term outcome assessments.

(2) Quality Assurance: 1) Regular review of resolution procedures, 2) Assessment of mediator effectiveness, 3) Evaluation of team dynamics, and 4) Documentation of best practices.

3.3.5 Professional Development Support

To enhance conflict resolution capabilities:

Training Programs: 1) Conflict management workshops, 2) Communication skills development, 3) Team-building exercises, and 4) Leadership development sessions.

3.3.6 Documentation Requirements

Maintain comprehensive records of: 1) Conflict incidents and resolutions, 2) Implementation strategies, 3) Outcome assessments, and 4) Recommendations for improvement.

3.4 Teaching Resources and Time Management Conflicts

Teaching Resources and Time Management Conflicts

3.4.1 The effective management of teaching resources and time allocation is crucial for maintaining optimal educational operations in kindergarten settings. This framework addresses the complexities of resource distribution and temporal constraints while providing structured solutions for conflict resolution.

3.4.2 Resource Allocation Framework

(1) Strategic Resource Management

Educational institutions must establish comprehensive protocols for: 1) Equitable distribution of teaching materials, 2) Fair access to shared facilities and equipment, 3) Systematic allocation of support staff, and 4) Balanced distribution of technological resources.

(2) Resource Conflict Prevention

Implement preventive measures including: 1) Clear documentation of resource availability, 2) Transparent scheduling systems, 3) Regular inventory assessments, and 4) Prioritization protocols for resource allocation

(3) Time Management Structure

Schedule Coordination

Establish systematic approaches for: 1) Classroom time allocation, 2) Preparation period distribution, 3) Professional development scheduling, and 4) Collaborative planning sessions

(4) Conflict Resolution Procedures

Develop specific protocols for addressing: 1) Schedule overlap issues, 2) Resource timing conflicts, 3) Emergency resource needs, 4) Time allocation disputes

3.4.3 Implementation Guidelines

(1) Resource Management Protocols: 1) Regular assessment of resource requirements, 2) Documentation of usage patterns, 3) Maintenance of resource inventories, and 4) Implementation of booking systems.

(2) Time Management Systems: 1) Structured scheduling procedures, 2) Clear communication channels, 3) Regular schedule reviews, and 4) Flexibility provisions.

3.4.3 Monitoring and Evaluation

(1) Resource Utilization

Monitor and evaluate: 1) Resource usage patterns, 2) Distribution effectiveness, 3) Maintenance requirements, and 4) User satisfaction levels.

(2) Time Management Effectiveness

Assess: 1) Schedule adherence, 2) Time allocation efficiency, 3) Conflict resolution success, and 4) System optimization needs.

3.4.4 Professional Development Support

(1) Training and Development

Provide: 1) Resource management training, 2) Time management workshops, 3) Conflict resolution skills development, and 4) Technology utilization instruction.

(2) Documentation Requirements

Maintain comprehensive records of: 1) Resource allocation patterns, 2) Schedule configurations, 3) Conflict resolution outcomes, and 4) System improvement recommendations.

3.4.5 Continuous Improvement

(1) System Enhancement

Implement regular: 1) Resource management reviews, 2) Time allocation assessments, 3) Process optimization strategies, and 4) User feedback incorporation.

3.5 Work Assignments and Conflicting Responsibilities

3.5.1 The effective management of work assignments and resolution of conflicting responsibilities is essential for maintaining operational efficiency in kindergarten educational settings. This framework provides comprehensive guidance for addressing assignment-related conflicts while ensuring equitable distribution of responsibilities among teaching staff.

3.5.2 Work Assignment Structure

(1) Assignment Distribution Framework

Educational institutions must establish systematic protocols for: 1) Equitable distribution of teaching duties, 2) Fair allocation of administrative responsibilities, 3) Balanced assignment of extracurricular activities, 4) Systematic delegation of special projects.

(2) Workload Management

Implementation of structured approaches for: 1) Assessment of individual capacity, 2) Recognition of specialized skills, 3) Consideration of experience levels, and 4) Balance of teaching and administrative duties.

3.5.3 Conflict Prevention Strategies

(1) Preventive Measures

Establish clear protocols for: 1) Role definition and boundaries, 2) responsibility delegation procedures, 3) Communication channels, and 4) Workload assessment methods.

(2) Early Intervention Procedures

Implement systems for: 1) Regular workload reviews, 2) Capacity assessment, 3) Early conflict identification, and 4) Immediate response protocols.

3.5.4 Resolution Framework

(1) Conflict Management Procedures

Develop specific protocols for: 1) Identification of conflicting assignments, 2) Assessment of priority levels, 3) Resolution of overlapping responsibilities, and 4) Reallocation of duties when necessary.

(2) Support Systems

Establish: 1) Mentoring programs, 2) Peer support networks, 3) Administrative assistance protocols, and 4) Professional development opportunities

3.5.5 Implementation Guidelines

(1) Assignment Management

Implement structured processes for: 1) Clear communication of expectations, 2) Regular review of assignments, 3) Adjustment of responsibilities, and 4) Performance monitoring.

(2) Conflict Resolution Steps

Establish systematic approaches for: 1) Documentation of conflicts, 2) Analysis of root causes, 3) Development of solutions, and 4) Implementation of resolutions.

3.5.6 Monitoring and Evaluation

(1) Performance Assessment

Regular evaluation of: 1) Assignment effectiveness, 2) Workload balance, 3) Conflict resolution success, and 4) Staff satisfaction levels.

(2) Quality Assurance

Maintain: 1) Regular performance reviews, 2) Workload assessments, 3) Conflict resolution tracking, and 4) System improvement recommendations

3.5.7 Professional Development

(1) Skill Enhancement

Provide training in: 1) Time management, 2) Conflict resolution, 3) Leadership development, and 4) Professional communication

(2) Documentation Requirements

Maintain comprehensive records of: 1) Work assignments, 2) Responsibility allocations, 3) Conflict resolution processes, and 4) System improvements.

Discussion

Conflict Between Professional Views and Educational Concepts, educational institutions inherently harbor diverse pedagogical perspectives, and Jinniu Jiaozi Kindergarten addresses this complexity through a strategic approach. Klingner et al. (2015, p. 3) emphasize that personnel management systems must adaptively respond to organizational challenges. The kindergarten's framework transforms professional disagreements into collaborative opportunities by establishing structured professional development sessions that facilitate open dialogue while maintaining mutual respect. The guidelines prioritize empirical evidence and student-centered outcomes, acknowledging that different teaching methodologies can coexist productively. By documenting various viewpoints and developing compromise solutions, the institution creates a dynamic environment where educational innovation can flourish. This approach aligns with Pont et al. (2008, pp. 108-112), who argue that management guidelines provide a scientific framework to strengthen organizational management and ensure high-quality educational development.

Conflict Resolution Mechanism In Team Collaboration, the conflict resolution mechanism represents a sophisticated, systematic approach to maintaining productive team collaboration. Drawing from Baron et al. (1986, pp. 350-383), who underscore the importance of institutional sources in managing employment structures, the kindergarten's framework begins with a comprehensive initial assessment that identifies conflict sources and evaluates their impact on team dynamics. A structured mediation protocol ensures neutrality through qualified administrators facilitating dialogue in carefully designed

neutral environments. The collaborative problem-solving framework prioritizes direct communication, facilitated discussions, and professional mediation services, ensuring that conflicts are addressed constructively and systematically.

According to Zhang and Cai (2019, pp. 08-56) conducted rational examination and resolution strategies of home-school conflict. The findings include that Home-school conflict is a problem that quickly arises between home and school when communicating. Specifically, it can be divided into conflicts of different ideas and a lack of trust. Type conflicts, responsibility shifting type conflicts, and exploring the deep-seated causes of these conflicts are the only ways to coordinate home-school cooperation. School management, as the leader of school work, is the duty of the learner to resolve the conflict between home and school, and the learner should take a proactive attitude to deal with conflict between home and school. In terms of Management, it focuses on the construction of its mechanism. The home-school cooperation focuses on expanding the educational field and guiding teachers, focusing on improving the quality of teachers.

Rao (2022, pp. 21-27) conducted conflicts in home-school cooperation: functions, causes, and solutions. The findings include that Home-school conflict is a common phenomenon in the process of home-school cooperation, which can provide us with an opportunity to reflect on and improve home-school collaboration. Lead home. The reasons for school conflicts are diverse and cannot be generalized: there are conflicts of interest, conflicts of power, conflicts of role expectations and perceptions, and conflicts of communication. Countermeasures: Correct the bias of the concept, adopt a differentiated way to deal with home-school conflicts; establish a sound legal system, balance teachers' professional autonomy and parents' right to participate in Education; improve the quality of home-school communication, and rebuild the trust relationship between teachers and parents; Improve teacher education and parent education, carry out home-school communication training guidance.

Suggestion

1. Community - School Partnerships: Actively cultivate partnerships between schools and communities. For example, organize community - based workshops where teachers, community leaders, and parents can engage in joint discussions and share experiences related to conflict management. This not only encourages the exchange of ideas but also contributes to the establishment of a unified approach to conflict management.

2. Family - School Communication: Strengthen the communication channels between families and schools. Schools could conduct regular parent - teacher meetings with a focus on conflict management, disseminating relevant research findings and practical strategies to parents. Additionally, parents should be encouraged to actively participate in school - related conflict - resolution processes when the need arises.

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