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O'zbekiston Milliy Pedagogika Universiteti



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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
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03.00.00 Biologiya fanlari
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10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal

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SOCIO-PSYCHOLOGICAL FACTORS IN STAFF MANAGEMENT IN EARLY CHILDHOOD EDUCATION

UDK 373.24

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Abstract: This article presents a theoretical analysis of the role of interpersonal relationships in staff management in early childhood education organisations. The study aims to identify the mechanisms through which relationships between leaders and staff, and among educators, influence management processes, and to develop practical recommendations for improving these relationships. The methodology comprises qualitative content analysis of scholarly literature, comparison, and conceptual synthesis. Trust, open communication, psychological safety, mutual respect, and fairness in decision-making are identified as important conditions for professional collaboration. A management model and monitoring criteria are proposed to support the development of these conditions. The conclusions are theoretical, and the effectiveness of the proposed approach in individual organisations requires further empirical investigation.

Key words: early childhood education organisation, staff management, interpersonal relationships, psychological safety, professional collaboration, leadership, conflict management.

Annotatsiya: Mazkur maqolada maktabgacha ta'lim tashkilotlarida xodimlarni boshqarishda shaxslararo munosabatlarning o'rni nazariy jihatdan tahlil qilinadi. Tadqiqotning maqsadi rahbar va xodimlar o'rtasidagi, shuningdek, pedagoglar orasidagi munosabatlarning boshqaruv jarayonlariga ta'sir ko'rsatish mexanizmlarini aniqlash hamda ushbu munosabatlarni takomillashtirish bo'yicha amaliy tavsiyalar ishlab chiqishdan iborat. Tadqiqot metodologiyasi ilmiy adabiyotlarning sifatli kontent-tahlili, qiyoslash va konseptual umumlashtirish usullarini qamrab oladi. Ishonch, ochiq muloqot, psixologik xavfsizlik, o'zaro hurmat va qaror qabul qilishda adolat professional hamkorlikning muhim shartlari sifatida belgilangan. Ushbu shartlarni rivojlantirishga ko'maklashuvchi boshqaruv modeli va monitoring mezonlari taklif etilgan. Xulosalar nazariy xususiyatga ega bo'lib, taklif etilgan yondashuvning alohida tashkilotlardagi samaradorligini aniqlash uchun qo'shimcha empirik tadqiqotlar o'tkazish talab etiladi.

Kalit so'zlar: maktabgacha ta'lim tashkiloti, xodimlarni boshqarish, shaxslararo munosabatlar, psixologik xavfsizlik, professional hamkorlik, yetakchilik, nizolarni boshqarish.

Аннотация: В статье представлен теоретический анализ роли межличностных отношений в управлении персоналом организаций дошкольного образования. Цель исследования заключается в выявлении механизмов влияния отношений между руководителями и сотрудниками, а также между педагогами на процессы управления и разработке практических рекомендаций по совершенствованию этих отношений. Методология исследования включает качественный контент-анализ научной литературы, сравнительный анализ и концептуальное обобщение. Доверие, открытая коммуникация, психологическая безопасность, взаимное уважение и справедливость при принятии решений определены как важные условия профессионального сотрудничества. Предложены модель управления и критерии мониторинга, направленные на развитие указанных условий. Выводы носят теоретический характер, а эффективность предложенного подхода в конкретных организациях требует дальнейшего эмпирического изучения.

Ключевые слова: организация дошкольного образования, управление персоналом, межличностные отношения, психологическая безопасность, профессиональное сотрудничество, лидерство, управление конфликтами.

INTRODUCTION

Day-to-day management outcomes in an early childhood education organisation depend on effective coordination among educators, support staff, and management. Organising children's daily routines, addressing their individual needs, communicating with parents, and maintaining a safe environment require coordinated efforts from different staff members. Accordingly, staff management should focus not only on the allocation of formal duties but also on the development of professional relationships. In this article, interpersonal relationships are understood as a system of trust, feedback, active listening, and negotiated responsibilities that

develops through interactions between leaders and staff and among staff members. These relationships are reflected in how formal instructions are received, how promptly problems are reported, and the extent to which professional experience is shared among educators.

The research problem is that, even when organisational tasks are completed, staff may have limited opportunities to express their views openly, while the distribution of responsibilities may remain unclear. Under these circumstances, apparent harmony does not necessarily reflect the actual quality of professional collaboration. This study aims to establish a theoretical basis for understanding the role of interpersonal relationships in management and to propose practical mechanisms for strengthening these relationships in early childhood education organisations. The central research question is: What organisational practices can leaders use to foster trust and professional collaboration?

LITERATURE REVIEW

A. Edmondson examines psychological safety in teams as a shared belief that it is safe to express opinions, ask questions, and acknowledge mistakes in situations involving interpersonal risk. Her study of teams in a manufacturing company identified association between psychological safety and team learning behaviour [1]. When applied conceptually to early childhood education, this perspective highlights the importance of creating conditions in which educators can seek assistance and discuss practical difficulties. However, this interpretation does not imply that the original findings have been confirmed specifically in early childhood education settings. I. Nembhard and A. Edmondson investigated leader inclusiveness and its relationship with professional status and psychological safety in healthcare teams [2]. Their work provides a theoretical basis for examining the importance of considering the perspectives of staff members with different professional statuses. When applying findings from another sector to early childhood education organisations, differences in the nature of work and organisational conditions must be taken into account.

An OECD report based on TALIS Starting Strong data examines pedagogical leadership, staff collaboration, and professional development as interrelated dimensions of early childhood education [3]. Its findings provide a basis for discussing how leaders can support collaboration. However, associations identified in observational data do not constitute direct evidence of causality. Another OECD report identifies meaningful interactions in children's everyday experiences as an important component of process quality [4]. Taken together, these sources support the examination of interpersonal relationships in the context of management practices. In this article, they are used to identify potential mechanisms linking leadership, team communication, and collaboration. Nevertheless, attributing changes in child development solely to relationships among staff would be insufficiently substantiated.

RESEARCH METHODOLOGY

This article adopts a theoretical and analytical research design. The material selected for analysis comprises two scholarly articles on psychological safety and leadership and two international reports on early childhood education quality and workforce practices. The sources were selected based on their relevance to the research question, their status as original scholarly publications or institutional research reports, and the verifiability of their bibliographic information. This selection is not intended to constitute a systematic literature review or a comprehensive assessment of all available research. The analysis was conducted in three stages.

First, the concepts of trust, psychological safety, collaboration, and leadership were identified in the selected sources. Second, the roles of these concepts in staff management were compared. Third, recommendations and monitoring criteria appropriate to early childhood education organisations were developed. These recommendations represent the authors' conceptual synthesis. No questionnaire surveys, interviews, experiments, or statistical measurements across organisations were conducted. Accordingly, the Results section presents the proposed model and analytical conclusions. No effectiveness percentages, participant numbers, or empirically established effect coefficients are reported.

ANALYSIS AND RESULTS

The theoretical synthesis identified four management functions of interpersonal relationships: facilitating information exchange, coordinating joint activities, supporting professional learning, and managing disagreements. This classification is a proposed framework for analysing day-to-day organisational processes rather than an established diagnostic instrument. The information exchange function concerns the timely and accurate communication of relevant information to the appropriate person. For example, if information about a child's condition during the day is not shared between an educator and a support staff member, planning subsequent activities may become more difficult. Leaders are therefore advised to establish in advance who is responsible

for communicating information, when communication should occur, and which matters should be reported. Open communication does not imply indiscriminate disclosure of information about children and families; information should be shared only within the scope of professional responsibilities.

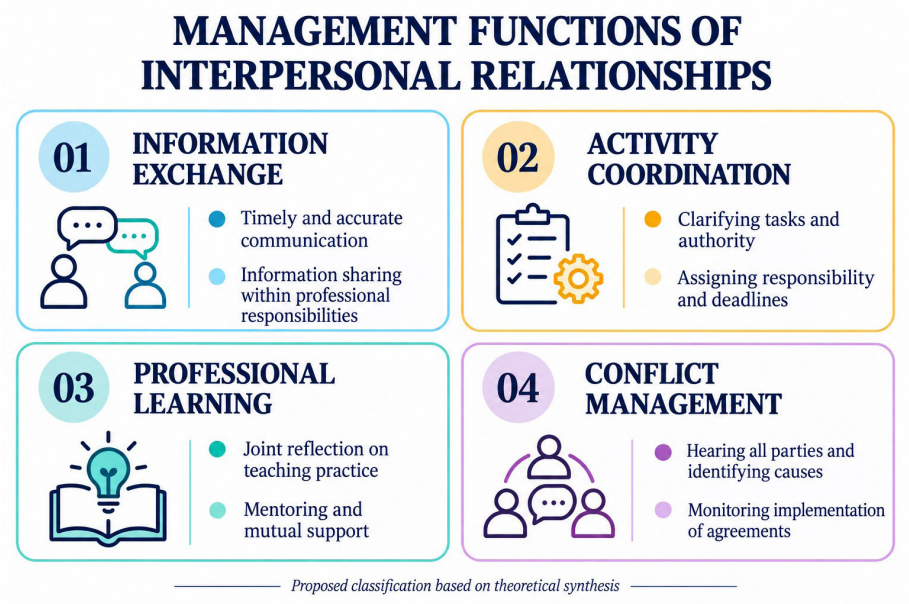


Figure 1: **Management functions of interpersonal relationships.**

The coordination function is implemented through the clear allocation of duties and authority. If the responsibilities of several staff members involved in the same task are not clearly defined, work may be duplicated or the task may remain incomplete. Leaders should therefore establish, in collaboration with staff, the purpose of each task, the person responsible, the deadline, and the support required. Fairness in working relationships is assessed not only in terms of workload distribution but also in terms of the transparency of the reasons for that distribution and the opportunities available to discuss them. The professional learning function is reflected in educators' joint analysis of practical experience. To support this function, pedagogical meetings should go beyond reporting completed activities and include the examination of specific teaching situations. Assigning mentors to new staff members, arranging mutually agreed teaching observations, and providing recommendations during individual discussions may also contribute to professional learning. Asking questions should not be interpreted as evidence of professional inadequacy.

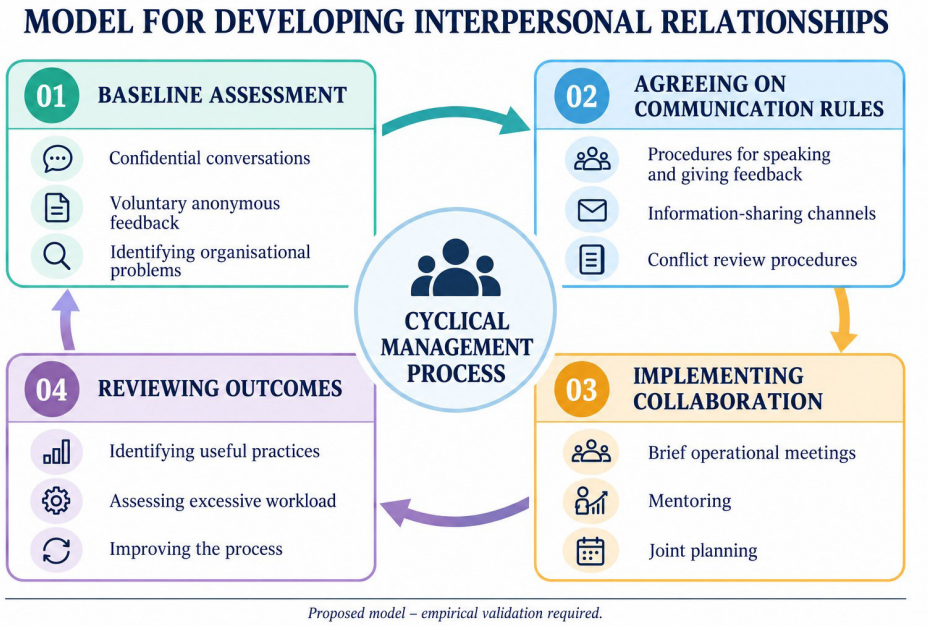


Figure 2: **Four-stage management model for developing interpersonal relationships.**

MAKTAB TA'LIMI SCHOOL EDUCATION ШКОЛЬНОЕ ОБРАЗОВАНИЕ

The conflict management function requires differing views to be directed towards a specific work-related issue. Rather than treating every disagreement as inherently negative, leaders should identify its underlying cause. Different perspectives on a task may initiate discussions about potential improvements, whereas humiliation or coercion requires specific intervention. Leaders are advised to hear all parties first, distinguish verifiable facts from interpretations, and document an agreement whose implementation can subsequently be monitored. The proposed management model comprises four interconnected stages: baseline assessment, agreement on shared communication rules, implementation of collaborative practices, and review of outcomes. These stages are intended to operate as a cyclical management process rather than as a one-off initiative.

Baseline assessment may involve confidential conversations with staff and the collection of voluntary, anonymous feedback. Because anonymity can be difficult to guarantee in small teams, the risk of indirect identification arising from the combined collection of information on job title, age, and length of service should be minimised. Feedback should be synthesised to identify recurring organisational problems rather than to penalise individual staff members. At the stage of establishing shared rules, procedures are defined for speaking at meetings, providing criticism, sharing information, and resolving disagreements. During the implementation stage, brief operational meetings, mentoring, and joint planning are introduced. The review stage examines which practices have proved useful and which have created an excessive workload.

Table 1: **Proposed criteria for monitoring interpersonal relationships**

Criterion	Observable indicator	Information source
Trust and psychological safety	Opportunities to ask questions, seek assistance, and report problems	Voluntary anonymous feedback and confidential conversations
Communication clarity	Timely and clear communication of tasks and essential information	Operational meeting records
Fairness in decision-making	Explanation of workload allocation and opportunities to raise concerns	Work allocation records and staff feedback
Professional collaboration	Content of joint reflection, planning, and mentoring	Materials from pedagogical meetings
Conflict resolution	Implementation of agreed actions and recurrence of the problem	Anonymised case records

The table represents the authors' proposal and is not a standardised or validated assessment scale. The practical significance of the proposed approach lies in its potential to strengthen interpersonal relationships through everyday management practices. Courtesy on the part of the leader is important; however, systematic problem-solving also requires clearly defined tasks, structured opportunities for exchanging views, and consistent implementation of agreed actions. If staff members are heard but the reasons behind subsequent decisions are not explained, participation may become merely procedural. Leaders should therefore inform staff of the reasons why a proposal has been accepted or rejected. Psychological safety and professional accountability should be considered together. Open discussion of mistakes can support the analysis of teaching situations, but it does not justify relaxing child safety requirements. Leaders need to distinguish practical difficulties discussed for learning purposes from the neglect of professional duties or harmful behaviour. Assessments should be based on verified facts and previously communicated requirements rather than on personal relationships. For example, when two educators disagree about the allocation of activity time, the discussion should not begin with judgements about their personal qualities. Instead, the timetable, children's needs, and available resources should first be clarified. Each party's proposals should then be heard, after which a solution to be trialled and a review date should be agreed upon. This hypothetical example illustrates the recommended procedure.

Monitoring results also require careful interpretation. An increase in the number of reported problems may indicate deteriorating relationships, but it may also mean that previously concealed issues are now being discussed openly. Conversely, the absence of complaints does not, by itself, demonstrate high levels of trust within the team. Records should therefore be considered alongside staff feedback and evidence that reported problems have actually been resolved. Improved interpersonal relationships cannot compensate for organisational factors such as excessive workload, staff shortages, or resource constraints. When setting expectations for professional communication, leaders must also address these limitations. Otherwise, the organisational causes of conflict may be incorrectly attributed to an individual staff member's character. The principal limitations of the study are the limited number of selected sources and the absence of primary data from local organisations. Future research should combine staff feedback, interviews, and observations across several early

childhood education organisations. Comparisons before and after model implementation should also account for factors such as workload, team composition, and leadership turnover. Simple observational comparisons without a comparison group provide a limited basis for drawing firm causal conclusions.

CONCLUSION

Interpersonal relationships influence the management of early childhood education organisations through information exchange, task coordination, professional learning, and conflict management. The theoretical analysis highlights the importance of developing trust, open communication, and fair treatment through specific organisational practices implemented by leaders. Practical recommendations include clearly allocating responsibilities, regularly listening to staff members' views, providing opportunities for professional collaboration, and resolving disagreements on the basis of verified facts. The proposed four-stage model and associated monitoring criteria may support the systematic implementation of these practices. The effectiveness of the proposed mechanisms has not been empirically measured. Testing them in local settings would enable a more precise assessment of the relationship between interpersonal relationships and management outcomes.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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