

Impact on the Collective Claims and Conflict Resolution Strategies Related to Infant Policy Integration

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Abstract

The state adopts the policies based on the goals pursued by the state and provides a basic policy for administrative activities related to early childhood education. Therefore, early childhood education policy should be established organically in consultant with the social consent in advance. In most countries will bear the costs of child care and early childhood education can reduce the financial burden of parents and early childhood education consumers are able to understand the will of the government to support the child care services, which they need in a variety of way. The conflict is deepening - among policy officials, front-line institutions participating in policy implementation, and parents - surrounding the infant and early childhood education. And the conflict has caused the difference between this policy and claims that cannot find hardly a solution. In this study, we argue how the policy differences between groups involved in the policy to analyze the influence, to find the policy conflict resolution strategies.

Keywords: *reservation integration, argued policy, conflict resolution, strategy, policy-related groups*

1. Introduction

The importance of the dual policy conflicts in infant and early childhood education policies is considered that it is very meaningful. First, the final goal of the two institutions are pursuing because a very important part to have babies and toddlers grow. Second, the two institutions are pursuing the final goal that is a very important part reflecting infants and toddlers grow. Third it is needed to raise the level of education with the necessary growth and development in infants and toddlers. And it is necessary to acquire the basic knowledge and cognitive, social, language, health, exploration, social needs for infants[1].

Consequently, it can be improved to better care and education for infants. Early childhood education is not only the problem of children and teachers and parents but also it is the basis for education throughout society to build a healthy future. Therefore, early childhood education policy is based on a corpus objectives pursued by the state in early childhood education. Young infants conflict on education policy since the conflict process soybeans. In this paper, we evaluate the care and education the two groups.

The first objective of this study was to examine the causes of conflict associated with infant policies by analyzing how the policy adjustment should be made.

The second objective is related to the policy formation process of the infant and child care policies now in effect in the care and education, by understanding the administration of day care and kindergarten education policy, also by analyzing the patterns and policy interests of teachers and parents. Thus, we contribute to the efficiency of early childhood education policies and operations.

Third objective is to find the improvements shown in the study that conflicts with each institution on the concept of early childhood education and childcare which were conflicting. Early childhood education can reduce the conflict over the corresponding analysis of early childhood education groups.

The fourth objective is to present a plan for evaluating the policy changes enacted in early childhood education. We want to provide a viable alternative to minimize the conflict between educational groups.

2. The Concept of Early Childhood Policy Conflicts

It is prerequisite to define the concept of policy and to consider the policy change variation when the defined policy will vary in a degree. That is, the change of policy means that the definition of the concept of policy changes. The problem is that the policy change is to see to what extent the policy changes. The reason is that basis and detailed information on the progress of the policy repeats daily frequent fluctuations and so that would pose a problem to see the policy change.

There are various views for the concept of the policy because each side of policy is important from various aspects of each scholar. Therefore, we can not only see the views of scholars as by reviewing these various policy concepts, but also we can understand the policy of critical thinking.

2.1 The Policy Conflicts and Claims

Conflict has been discussed in various ways depending on the point of view of the researcher or research purposes. Looking at the similarities between these, the conflict includes the interaction with the parties to be concerned. Thus, the conflict has the interactive nature and also it comes from the obvious difference. The difference is a cause and effect relationship of the phenomenon that causes the conflict based on this value, the difference of interests and beliefs accordingly[2].

Conflicts are seems to be a result in the organization, however, the organization may be placed in a number of conflict situations, and therefore not all of these factors appears to conflict. There will be some motive or triggers when a conflict occurs, which surfaced in the conflict action When the conflict situations is developed to conflict, triggers of motivation are needed[3].

Subject to the conflict, despite its importance as a sociological research area is emerging, the concept of social policy conflicts is not yet has been clearly defined by academic arising around the belief that as a policy for resolution of public issues.

The scholars deal only policy conflicts with a similar meaning of policy confusion in policy level discussions. Policy conflicts that arise in the policy process between the government departments can be a conflict inherent in the need to co-decision (joint decision-making) among the departments. The conflict occurs when competing for jurisdiction of departments because many of the policies and policy areas overlap among them at this time.

The conflicts arise when the policy process competes with other specific bureaucratic organization. In addition, conflicts can occur when the business department of redundancy, can also occur due to the intrinsic properties that have policies.

For example, there are different arguments for the policy between government departments, or even due to a

disagreement on how to perform. For these reasons, even the same opinions may not achieve cooperation[4].When setting the objectives of the policy, the policy makers are so induced that this policy group is favorable policies in the interests of their own group. Or they are induced to be an active benefit claims in the policy-making process not to prevent creating an adverse policy against the population [5].

3. Research Design

An analytic framework for this research is shown below. The independent variable (X) is ‘differences in policy assertions’ and the dependent variable (Y) is ‘strategies to resolve conflicts.’ There are moderator variables (M) between the causality of the two.

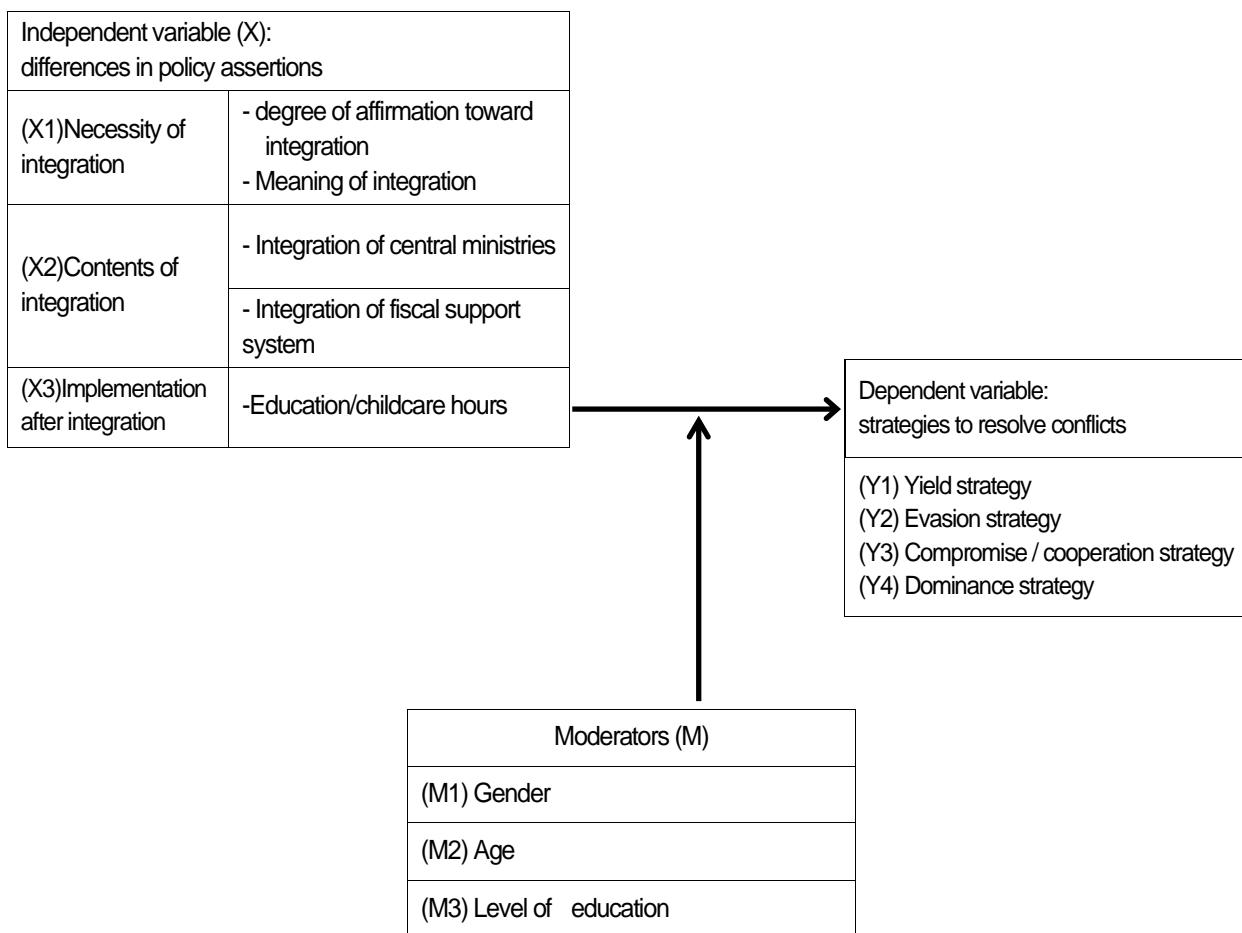


Figure.1. Analytic framework

An analytic framework for this research is shown below. The independent variable (X) is ‘differences in policy assertions’ and the dependent variable (Y) is ‘strategies to resolve conflicts.’ There are moderator variables (M) between the causality of the two.

The hypothesis of this research is as follows.

(H1) ‘strategies to resolve conflicts (Y)’ would Change in accordance with ‘differences in policy assertions (X).’

(H2) The degree of influence of ‘differences in policy assertions (X)’ on ‘strategies to resolve conflicts (Y)’ would change based on moderators (M).

4. Analysis on how differences in policy assertions regarding integration of policies affect conflict resolution strategies

4.1 Perceptions on differences in policy assertions

1) Analysis on necessity of integration (X1)

Table 1. Meaning of integrating infant education and education for young children (=What is your opinion of integrating infant education and education for young children?)

| Variables | | | ① | ② | ③ | ④ | ⑤ | χ^2 -test |
|---------------|----------------------|-----------|--------------|--------------|------------|-------------|-----------|------------------------------|
| Gender | Male | Freq % | 8 16.7% | 36 75.0% | 0 0.0% | 4 8.3% | 0 0.0% | $\chi^2 = 16.198$ p= .003 |
| | Female | Freq % | 100 27.5% | 165 45.3% | 21 5.8% | 69 19.0% | 9 2.5% | |
| Age | Twenties | Freq % | 18 17.1% | 50 47.6% | 9 8.6% | 23 21.9% | 5 4.8% | $\chi^2 = 24.313$ p= .018 |
| | Thirties | Freq % | 27 30.0% | 47 52.2% | 0 0.0% | 13 14.4% | 3 3.3% | |
| | Forties | Freq % | 46 28.6% | 74 46.0% | 11 6.8% | 30 18.6% | 0 0.0% | |
| | Fifties or above | Freq % | 17 30.4% | 30 53.6% | 1 1.8% | 7 12.5% | 1 1.8% | |
| level of edu. | highschool | Freq % | 10 20.8% | 29 60.4% | 2 4.2% | 7 14.6% | 0 0.0% | $\chi^2 = 44.740$ p= .000 |
| | community college | Freq % | 52 25.1% | 83 40.1% | 9 4.3% | 54 26.1% | 9 4.3% | |
| | University undergrad | Freq % | 35 28.9% | 69 57.0% | 10 8.3% | 7 5.8% | 0 0.0% | |
| | Graduate school | Freq % | 11 35.5% | 15 48.4% | 0 0.0% | 5 16.1% | 0 0.0% | |
| | others | Freq % | 1 20.0% | 3 60.0% | 0 0.0% | 1 20.0% | 0 0.0% | |
| Total | | Freq % | 108 26.2% | 201 48.8% | 21 5.1% | 73 17.7% | 9 2.2% | 412 100.0% |

①Incorporating control functions divided by Ministry of Education and Ministry of Health and Welfare

②Integrating service functions of kindergarten and daycare center

③Integrating title of kindergarten and daycare center

④Integrating legal basis of kindergarten and daycare center

⑤Integrating qualifications of teachers and principals

**Table 2. Necessity of integrating education for toddlers and education for preschoolers
(= Do you think it is necessary to integrate education for toddlers and education for preschoolers?)**

| Variables | | | Yes | No | χ^2 -test |
|---------------|----------------------|-----------|--------------|--------------|---------------------------------|
| Gender | Male | Freq % | 41 85.4% | 7 14.6% | $\chi^2 = 16.754$ $p = .000$ |
| | Female | Freq % | 198 54.4% | 166 45.6% | |
| Age | Twenties | Freq % | 43 41.0% | 62 59.0% | $\chi^2 = 20.466$ $p = .000$ |
| | Thirties | Freq % | 52 57.8% | 38 42.2% | |
| | Forties | Freq % | 111 68.9% | 50 31.1% | |
| | Fifties or above | Freq % | 33 58.9% | 23 41.1% | |
| level of edu. | highschool | Freq % | 33 68.8% | 15 31.3% | $\chi^2 = 23.352$ $p = .000$ |
| | community college | Freq % | 97 46.9% | 110 53.1% | |
| | University undergrad | Freq % | 82 67.8% | 39 32.2% | |
| | Graduate school | Freq % | 22 71.0% | 9 29.0% | |
| | others | Freq % | 3 60.0% | 2 40.0% | |
| Total | | Freq % | 239 58.0% | 173 42.0% | 412 100.0% |

2) Analysis on the contents of integration (X2)

**Table 3. Suitable Ministry for control after integration
(= If integrated, Which Ministry would be suitable for controlling policies?)**

| Variables | | | Ministry of Education | Ministry of Health and Welfare | Ministry of Gender Equality and Family | Prime Minister's Office | Ministry of Edu. (after acquired by PMO) | χ^2 -test |
|-----------|----------|-----------|-----------------------|--------------------------------|--|-------------------------|--|---------------------------------|
| Gender | Male | Freq % | 17 35.4% | 10 20.8% | 10 20.8% | 4 8.3% | 7 14.6% | $\chi^2 = 34.038$ $p = .000$ |
| | Female | Freq % | 274 75.3% | 36 9.9% | 25 6.9% | 13 3.6% | 16 4.4% | |
| Age | Twenties | Freq % | 84 80.0% | 13 12.4% | 3 2.9% | 2 1.9% | 3 2.9% | $\chi^2 = 23.003$ $p = .028$ |
| | Thirties | Freq % | 60 66.7% | 13 14.4% | 9 10.0% | 2 2.2% | 6 6.7% | |

| | | | | | | | | |
|--------------------|----------------------|-----------|--------------|-------------|-------------|------------|------------|------------------------------|
| | Forties | Freq % | 108 67.1% | 18 11.2% | 19 11.8% | 9 5.6% | 7 4.3% | |
| | Fifties or above | Freq % | 39 69.6% | 2 3.6% | 4 7.1% | 4 7.1% | 7 12.5% | |
| level of ed. | highschool | Freq % | 36 75.0% | 5 10.4% | 5 10.4% | 2 4.2% | 0 0.0% | $\chi^2 = 53.062$ p= .000 |
| | community college | Freq % | 156 75.4% | 24 11.6% | 13 6.3% | 11 5.3% | 3 1.4% | |
| | University undergrad | Freq % | 77 63.6% | 14 11.6% | 15 12.4% | 4 3.3% | 11 9.1% | |
| | Graduate school | Freq % | 17 54.8% | 3 9.7% | 2 6.5% | 0 0.0% | 9 29.0% | |
| | others | Freq % | 4 80.0% | 1 20.0% | 0 0.0% | 0 0.0% | 0 0.0% | |
| | Total | Freq % | 291 70.6% | 46 11.2% | 35 8.5% | 17 4.1% | 23 5.6% | 412 100.0% |

3) Analysis on implementation after integration (X3)

Table 4. Necessity of fiscal support for integration

| Variables | | N | Mean | Std. Dev. | F/p | Scheffe |
|-----------------|----------------------|-----|------|-------------------|--------------------|---------|
| Gender | Male | 48 | 4.06 | 0.68 | t=0.072 p=0.943 | |
| | Female | 364 | 4.05 | 0.85 | | |
| Age | Twenties | 105 | 4.01 | 0.93 ^b | F=3.361 p=0.019 | a>b |
| | Thirties | 90 | 3.99 | 0.91 ^b | | |
| | Forties | 161 | 3.99 | 0.78 ^b | | |
| | Fifties or above | 56 | 4.38 | 0.59 ^a | | |
| leve. of ed. | highschool | 48 | 4.31 | 0.50 | F=2.365 p=0.052 | |
| | community college | 207 | 3.99 | 0.89 | | |
| | University undergrad | 121 | 3.99 | 0.77 | | |
| | Graduate school | 31 | 4.30 | 1.05 | | |
| | others | 5 | 4.00 | 0.00 | | |
| Total | | 412 | 4.05 | 0.83 | | |

4.2 Analysis on how differences in policy assertions affect conflict resolution strategies

1) Necessity of integration (X1) → Conflict resolution strategy (Y)

Table 6. Necessity of integration based on conflict resolution strategies

| Variables | | ① | ② | ③ | ④ | ⑤ | χ^2 -test | |
|-----------------------|--------------------------|-----------|--------------|--------------|------------|-------------|----------------|---------------------------------|
| Conf. resol. strategy | Yield strategy | Freq % | 30 36.1% | 43 51.8% | 0 0.0% | 4 4.8% | 6 7.2% | $\chi^2 = 36.152$ $p = .000$ |
| | Evasion strategy | Freq % | 18 31.6% | 25 43.9% | 5 8.8% | 9 15.8% | 0 0.0% | |
| | Compromise & Cooperation | Freq % | 47 22.5% | 100 47.8% | 13 6.2% | 46 22.0% | 3 1.4% | |
| | Dominance strategy | Freq % | 13 20.6% | 33 52.4% | 3 4.8% | 14 22.2% | 0 0.0% | |
| Total | | Freq % | 108 26.2% | 201 48.8% | 21 5.1% | 73 17.7% | 9 2.2% | 412 100.0% |

① Incorporating control functions divided by Ministry of Education and Ministry of Health and Welfare

② Integrating service functions of kindergarten and daycare center

③ Integrating title of kindergarten and daycare center

④ Integrating legal basis of kindergarten and daycare center

⑤ Integrating qualifications of teachers and principals

Table 7. Suitable Ministry for control after integration in accordance with conflict resolution strategies

| Variables | | Yes | No | χ^2 -test | |
|------------------------------|--------------------------|-----------|--------------|----------------|---------------------------------|
| Conflict resolution strategy | Yield strategy | Freq % | 53 63.9% | 30 36.1% | $\chi^2 = 12.605$ $p = .006$ |
| | Evasion strategy | Freq % | 33 57.9% | 24 42.1% | |
| | Compromise & Cooperation | Freq % | 129 61.7% | 80 38.3% | |
| | Dominance strategy | Freq % | 24 38.1% | 39 61.9% | |
| Total | | Freq % | 239 58.0% | 173 42.0% | 412 100.0% |

2) Contents of integration (X2) → Conflict resolution strategies (Y)

Table 8. Suitable Ministry for control after integration in accordance with conflict resolution strategies

| Variables | | Ministry of Education | Ministry of Health and Welfare | Ministry of Gender Equality and Family | Prime Minister's Office | Ministry of Edu. (after acquired by PMO) | χ^2 -test |
|---------------------|--------------------------|---------------------------|--------------------------------|--|-------------------------|--|------------------------------|
| Conf resol strategy | Yield strategy | Freq % 53 63.9% | 16 19.3% | 9 10.8% | 0 0.0% | 5 6.0% | $\chi^2 = 67.997$ p= .000 |
| | Evasion strategy | Freq % 49 86.0% | 5 8.8% | 0 0.0% | 0 0.0% | 3 5.3% | |
| | Compromise & Cooperation | Freq % 150 71.8% | 22 10.5% | 8 3.8% | 17 8.1% | 12 5.7% | |
| | Dominance strategy | Freq % 39 61.9% | 3 4.8% | 18 28.6% | 0 0.0% | 3 4.8% | |
| Total | | Freq % 291 70.6% | 46 11.2% | 35 8.5% | 17 4.1% | 23 5.6% | 412 100.0% |

Table 9. Necessity of fiscal support for integration in accordance with conflict resolution strategies

| Variables | N | Mean | Std. Dev. | F/p | Scheffe |
|--------------------------|-----|------|-------------------|--------------------|---------|
| Yield strategy | 83 | 3.82 | 0.72 ^b | F=7.523 p=0.000 | a>b |
| Evasion strategy | 57 | 4.07 | 0.97 ^a | | |
| Compromise & Cooperation | 209 | 4.22 | 0.76 ^a | | |
| Dominance strategy | 63 | 3.77 | 0.96 ^b | | |
| Total | 412 | 4.05 | 0.83 | | |

3) Implementation after integration (X3) → Conflict resolution strategy (Y)

Table 10. Appropriate education, childcare hours after integration based on conflict resolution strategy

| Variables | | ① | ② | ③ | ④ | ⑤ | χ^2 -test |
|-----------------------|--------------------------|---------------------------|-------------|-------------|-------------|-------------|------------------------------|
| Conf. resol. strategy | Yield strategy | Freq % 35 42.2% | 6 7.2% | 15 18.1% | 17 20.5% | 10 12.0% | $\chi^2 = 35.982$ p= .000 |
| | Evasion strategy | Freq % 38 66.7% | 3 5.3% | 14 24.6% | 0 0.0% | 2 3.5% | |
| | Compromise & Cooperation | Freq % 78 37.3% | 32 15.3% | 45 21.5% | 29 13.9% | 25 12.0% | |
| | Dominance strategy | Freq % 32 50.8% | 6 9.5% | 12 19.0% | 3 4.8% | 10 15.9% | |
| Total | | Freq % 183 44.4% | 47 11.4% | 86 20.9% | 49 11.9% | 47 11.4% | 412 100.0% |

5. Conclusion

The purpose of this study is to analyze the differences of opinion related to the claims of the policy of collective reserves integration policy. For this purpose, we analyzed the views on the policy claims of the policy benefits reserves of the group policy integration, which are the policy-related group and those of the executive policy group.

This study provides significant information about the differences in the perception of difference and conflict resolution strategies in view of the policy claim reserves related to integration policy group. Nevertheless, we present the following suggestions to overcome the limitations of the study.

First, this study does include policy-related groups in Seoul and Gyeonggi Province, and not involve the other regions, so there are limitations in the research on reservation integrated policy-related groups in the country. Therefore, the future studies are to get the results of generalization to the opinions and the strategies of conflict resolution policy for the current claims reserves integration if the study is conducted on national policies related groups.

Second, we studied the kindergarten teachers, nursery teachers, parents, which are the research and policy-related groups, and we recognized the civil population of the reserves integration. From this, we studied the difference of opinion policy argument, conflict resolution strategies. However, we did not study the difference in views of the granular object. Moreover, it is regrettable that we did not study the granular policy information for each policy group in detail.

In addition, we suggest that there search on the factors affecting conflict resolution strategies is to be done for conflict resolution strategy of integrated reservation.

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