

The Effect of Teacher Efficacy of Early Childhood Teachers on Teacher Happiness

Soon-ok Joo¹ and Sung-je Cho^{2*}

¹(Ph.D. course/doctorate course) 02838 Department of Regional and Welfare Administration Department, Dongbang Culture Graduate Univ., 28 Sungbok-Ro, Sungbokdong, Seoul, Korea

^{2*}02838 Department of Regional and Welfare Administration Department, Dongbang Culture Graduate Univ., 28 Sungbok-Ro, Sungbokdong, Seoul, Korea
¹jesus9106@naver.com, ^{2*}chosj715@daum.net

Abstract

The purpose of this study is to understand the effect of teacher efficacy of early childhood teachers on teacher happiness. The study was conducted on 153 early childhood teachers of Ulsan Metropolitan City. Frequency analysis, reliability analysis, and correlation analysis were performed using the SPSS 22.0 program. Multiple regression analysis was performed on causality between variables. The results of this study are as follows: First, teachers' efficacy factors of early childhood teachers showed that both general teacher efficacy and personal teacher efficacy had a significant effect on teacher's internal happiness. Second, teachers' efficacy factors of early childhood teachers showed that both general teacher efficacy and personal teacher efficacy had a significant effect on teacher's external happiness. Third, teachers' efficacy factors of early childhood teachers showed that both general teacher efficacy and personal teacher efficacy had a significant effect on teacher's self-regulated happiness. This study is expected to be the basic data for the practical intervention plan for the improvement of teacher efficacy and teacher happiness of early childhood teachers.

Keywords: Early childhood teachers, General teacher efficacy, Personal teacher efficacy, Teacher happiness, Infants and toddlers

1. Introduction

1.1. The need for research

With the recent increase in working married couples, infant and child care has been shifted from home to early childhood education institutions. Considering the increase in the amount of time infants are staying in institutions nowadays, adequate child care for infants and toddlers is crucial. Therefore, the presence of early childhood teachers who

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spend ever-increasing amount of time with infants and toddlers is an important factor affecting the happiness of the children [1]. Especially, the variables of happiness of infants and toddlers have a direct influence on their emotional intelligence, and kindergarten adaptation has been reported to have an indirect influence on emotional intelligence of children [2]. Thus, emotional intelligence plays an important role in children's kindergarten adaptation and happiness. In addition, the emotional intelligence of early childhood teachers was found to affect not only the positive interaction between children and teachers but also the happiness of the children. This suggests that the emotional intelligence of early childhood teachers has positive effects on their relationship with children as well as the happiness of children [3]. Therefore, the influence of the teachers' emotional intelligence on the happiness of children was confirmed.

The positive emotional intelligence of the early childhood teachers was reported to be high in children's as well as their personal happiness [4]. Thus, positive emotional intelligence of early childhood teachers is an important factor for happiness. Moreover, the relative explanatory power of independent variables on the happiness of early childhood teachers was in the order of resilience and teacher efficacy [5].

The results of the analysis of the effect of kindergarten teachers' happiness on ego-resilience and teacher efficacy showed that there was a statistically significant correlation between kindergarten teachers' happiness, ego-resilience and teacher efficacy. This implies that the euphoria of kindergarten teachers has an important influence on ego-resilience and teacher efficacy [6].

As a result of analyzing the effect of kindergarten teachers on happiness, it was reported that teacher efficacy and job satisfaction of early childhood teachers had a positive effect on happiness. Therefore, it is necessary to improve teacher efficacy in order to improve the quality of education for infants and toddlers by efficiently performing the tasks of infant and child teachers. The reason for this is that teacher efficacy of early childhood teachers has a positive effect on job satisfaction [7].

The initial research on the teacher efficacy of kindergarten teachers showed that the resilience of early childhood teachers according to the individual variables of early childhood teachers affects teacher efficacy and job exhaustion [8].

The results of the previous studies suggest the necessity of research on the effect of teacher efficacy on teachers' happiness. In previous research, resilience, job exhaustion, and teaching stress of early childhood teachers have been studied. However, not much research has been done on the happiness of early childhood teachers. The purpose of this study is to provide the basic data for the improvement of teacher efficacy and teacher happiness of early childhood teachers by clarifying the effect of teacher efficacy on teachers' happiness.

1.2. Research objectives

The purpose of this study is to analyze the effect of teacher efficacy on teacher happiness. The research questions are as follows.

First, what is the effect of teacher efficacy on early childhood teachers' inner happiness?

Second, what is the effect of teacher efficacy on early childhood teachers' external happiness?

Third, what is the effect of teacher efficacy on early childhood teachers' self-regulated happiness?

2. Research methods and results

2.1. Reliability of major variables

As a result of the reliability test of each variable used in this study, the reliability of the general teacher efficacy of .846, personal teacher efficacy of .818, and total reliability of .833, which are sub - factors of teacher efficacy, are shown. The reliability of teachers' euphoria was as high as following subordinate factors: internal happiness .916, external happiness .934, self-regulated euphoria .946 total reliability .954.

Table 1. Reliability of major variables

Category		Question Number	Cronbach's α	
Teacher Efficacy	General Teacher Efficacy	12	.846	.833
	Personal Teacher Efficacy	13	.818	
Teacher Happiness	Internal Happiness	10	.916	.954
	External Happiness	9	.934	
	Self-regulated Happiness	9	.946	

2.2. Demographic characteristics

As a result of examining the demographic and sociological characteristics of childhood teachers, it was found that 153 were all female, and 79 (51.6%) were in the 40s. In terms of marital status, 111 (72.5%) were married and 42 (27.5%) were unmarried. The current position is homeroom teachers (71.2%) with the highest rate. In terms of working experience, the number of people who worked more than three years and less than six years was 50 (32.7%), which is the largest number.

Table 2. Demographic characteristics

Category		Total (N=153)	
		Frequency	Percentage (%)
Gender	Male	0	0.0
	Female	153	100.0
Age	20s	23	15.0
	30s	41	26.8
	40s	79	51.6
	Over 50s	10	6.5
Marital Status	Single	42	27.5
	Married	111	72.5
Current Position	After-school and Full-time Teachers	5	3.3

	Assistant Teacher	16	10.5
	Homeroom Teacher	109	71.2
	Head Teacher	11	7.2
	Vice Principal	12	7.8
Work Experience	Between 1-3 years	47	30.7
	Between 3-6 years	50	32.7
	Between 6-10 years	24	15.7
	Between 10-15 years	23	15.0
	Over 15 years	9	5.9

2.3. Technical statistics on key variables

The results of the descriptive statistics for the main variables of this study were as follows. The variables of the main variables of the childhood teacher were measured by the 5 points scale. Teacher 's self - efficacy was the highest ($M = 3.51$).

Table 3. Technical statistics on key variables

Category		N	Minimum Value	Maximum Value	M	SD
Teacher Efficacy	General Teacher Efficacy	153	2.48	4.35	3.36	.31
	Personal Teacher Efficacy	153	2.53	4.75	3.51	.50

2.4. Technical statistics on key variables

For the descriptive statistics on the main variables of this study, the measurement variables of the main variables of the childhood teacher were measured by the 5 points scale and the external happiness ($M = 3.64$) was found to be the highest.

Table 4. Technical statistics on key variables

Category		N	Minimum	Maximum	M	SD
Teacher Happiness	Internal Happiness	135	2.00	4.80	3.62	.59
	External Happiness	135	2.33	4.78	3.64	.54
	Self-regulated Happiness	135	1.67	4.78	3.52	.57

2.5. Correlation between key variables

As for the relationship between teacher efficacy and teacher's happiness, Teacher efficacy and personal teacher efficacy ($r = .361$, $p < .01$) showed a low correlation and teacher efficacy and internal euphoria ($r = .552$, $p < .01$) showed somewhat low correlation. External happiness and internal happiness ($R = .900$, $p < .01$), External happiness and self-regulated euphoria ($r = .846$, $p < .01$) were found to be high level of correlation.

Table 5. Correlation between key variables

Category		Teacher Efficacy		Teacher Happiness		
		General Teacher Efficacy	Personal Teacher Efficacy	Internal Happiness	External Happiness	Self-regulated Happiness
Teacher Efficacy	General Teacher Efficacy	1				
	Personal Teacher Efficacy	.361**	1			
Teacher Happiness	Internal Happiness	.405**	.552**	1		
	External Happiness	.492**	.524**	.900**	1	
	Self-regulated Happiness	.389**	.590**	.876**	.846**	1

* $p < .05$, ** $p < .01$

2.6. The effect of teacher efficacy on external happiness of early childhood teachers

As a result of examining the effect of teacher efficacy on external happiness, The R^2 square value, which represents the explanatory power of the teacher efficacy of childhood teacher of external happiness, is .380, which accounts for 38.0% of the total variation. The variance analysis of the model showed that the estimated regression model ($F = 45.986$, $p < .000$) was statistically significant. In terms of the sub-factors of teacher efficacy, Teacher efficacy ($\beta = .398$, $p < .05$) and general teacher efficacy ($\beta = .348$, $p < .05$) have significant influence on external happiness. This means that the higher the teacher self-efficacy factor and the general teacher efficacy factor are, the higher the external happiness of the childhood teacher.

Table 6. The effect of teacher efficacy on external happiness of early childhood teachers

Dependent Variable	Independent Variable	Non-standardization Factor		Standardization Factor	t	Multicollinearity	
		B	Standard Error	β		Tolerance limit	VIF
External Happiness	Constant	.099	.393		.251		
	General Teacher Efficacy	.602	.119	.348	5.053***	.870	1.150
	Personal Teacher Efficacy	.432	.075	.398	5.776***	.870	1.150

$R^2 = .380$, Modified $R^2 = .372$

$F = 45.986$, $P = .000$, Durbin-Watson = 1.658

* $p < .05$, ** $p < .01$, *** $p < .001$

2.7. Family adaptability and psychological well-being according to marital status

The effects of childhood teacher efficacy on self-regulated euphoria were as follows. The R^2 square value, the explanatory power of the teacher efficacy of self-regulated euphoria, is .383, which accounts for 38.3% of the total variance. The variance analysis

of the model showed that the estimated regression model ($F = 46.561$, $p < .000$) was statistically significant.

When we examine the influence according to sub-factors of teacher efficacy, teacher efficacy ($\beta = -.517$, $p < .05$) was found to have a significant influence on self-regulated euphoria. This implies that self-regulated euphoria increases as teacher self-efficacy factor among the sub-factors of teacher efficacy of childhood teachers.

Table 7. Family adaptability and psychological well-being according to marital status

Dependent Variable	Independent Variable	Non-standardization Factor		Standardization Factor	t	Multicollinearity	
		B	Standard Error	β		Tolerance limit	VIF
Self-regulated Happiness	Constant	.204	.414		.492		
	General Teacher Efficacy	.369	.126	.202	2.937**	.870	1.150
	Personal Teacher Efficacy	.592	.079	.517	7.511***	.870	1.150

$R^2 = .383$, Modified $R^2 = .375$

$F = 46.561$, $P = .000$, Durbin-Watson = 1.777

3. Conclusion

In this study, we analyzed the effect of teacher's happiness on the quality of life of early childhood teachers. The following discussion is based on the results of the analysis.

First, among the sub-factors of teacher efficacy perceived by early childhood teachers, general teacher efficacy and personal teacher efficacy factors have significant influence on teacher's internal happiness.

Second, among the sub-factors of teacher efficacy perceived by early childhood teachers, general teacher efficacy and personal teacher efficacy factors have significant influence on teacher's external happiness.

Third, among the sub-factors of teacher efficacy perceived by early childhood teachers, general teacher efficacy and personal teacher efficacy factors have significant influence on teacher's self-regulated happiness.

As discussed above, the need for teacher efficacy is increasing for quality of life in various aspects of early childhood teachers. Therefore, the implication of this study is that the analysis of the effect of teacher efficacy on teacher happiness was found to be significant. Based on the results of this study, it can be seen that teachers' happiness is important for providing quality childcare services to children attending early childhood education institutions. Therefore, to improve quality of life of early childhood teachers, it is necessary to develop an educational program on emotional stability so that teacher efficacy may be enhanced. In order to improve the happiness by promoting the teacher efficacy of the early childhood teachers in the future, concrete study is needed for the practical intervention plan in the education field.

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Authors



Soon-ok Joo

2010~present Professor, Daegu Catholic University and Graduate School

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