

## **An Analysis of Pre-Primary Teachers' Happiness: Influence of Ego Resiliency, Teacher Motivation, Teacher Efficacy, and Self-esteem\***

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### **Abstract**

The purpose of this study is to investigate the relationships between teachers' happiness and ego resiliency; teacher motivation; teacher efficacy; and self-esteem. The subjects selected and analyzed in this study are 328 pre-primary teachers who study early childhood education in A, B and C universities located in different cities. ERS, MOTS, OSTES, SES, OHQ are used for data collection. Pearson's correlation and multiple regression analysis are used to analyze the collected data. The major findings of this study are as follows. First, there is a significantly positive correlation between teachers' happiness and ego resiliency; teacher motivation; teachers efficacy; and self-esteem. Second, self-esteem is found to be the most meaningful predictive variable that affects teachers' happiness. Third, optimistic attitude which is sub-factors of ego-resiliency is found to be the most influencing sub-factor to pre-primary teachers' happiness. Based on the results of this study, one can provide support measures to improve the quality of pre-primary teachers' happiness.

*Keywords : teachers' happiness, ego resiliency, teacher motivation, teacher efficacy, self-esteem*

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## I . Introduction

When the question “Are you happy now?” is asked to freshmen who will be future pre-primary teachers before they take the very first mid-term exam in the college since they got into the program, it is hard to find students with positive answers. Some students’ answers are “I don’t know what the happiness is” and “I cannot afford to feel happiness.” The biggest motivations of students to study early childhood education are “I really wanted to be a teacher” and “I love children.” This is the path they choose to follow, yet many students are not satisfied with their situations and feel miserable while they learn. How come this ironic situation has happened to them?

Happiness is the status that people can feel constant satisfaction and mental relaxation in their normal lives(Hwang, Kim, & Kim, 2014). In the light of hedonism, happiness is the subjective well-being that of positive life experience, life satisfaction that focusing on cognitive evaluation of life or high quality of life itself(Kwon, 2008). According to the definition of happiness, the levels of acceptance of happiness are vary to people and the feelings are entirely subjective. Therefore, even in the same circumstance, there exists happy people and miserable people.

The happiness starts to form in the early childhood period and it should be the ultimate goal of child education as well as our lives(Hwang & Lee, 2017; Kim, 2013; Lee, 2012). If a pre-primary teacher has never experienced happiness, one can never teach what happiness is to children(Nodding, 2008). The well-balanced and positive feelings that happy teacher can feel are projected directly to children that the teacher interacts. These children can feel the positivity and happiness that conveyed from the teacher(Berk, 1985; Lee & Seo, 2015; Yang, 2013). The interactions and the relationships between the teacher and the kindergarteners are very special to children in this period of life. The knowledge, attitude and the capacity the teachers present during the class is closely connected to the overall quality of the education(Hwang, Tak, & Hong, 2013; Jwa, Yoon, & Lee, 2016). Happiness of the teacher is the fundamental element that can make students happy, thereby pre-primary teachers’ happiness should get more attention for the sake of children’s happiness(Hwang & Lee, 2017; Kim et al., 2013).

In addition, happy teacher shows high capacity of teaching ability due to their positive and active attitude toward their work(Csikszentmihalyi, 2004; Lee, Choi, & Lee, 2012). Teacher’s work competency decides the quality of the education(Lee, 2017). Considering the theory mentioned here, it should be understood that the aspects that affect to form happiness among teachers. Thus teachers can carry positive and happy mind to the workplace.

The ego resiliency means that one can easily adapt oneself to the changeable circumstance, one

can decide of the proper behavior in terms of the encountering situations and one can make the right strategy to solve the problems(Block & Block, 1980; Kolhenen, 1996). In other words, ego resilience is the ability to control personal emotion and to adapt oneself according to the altered situation with flexibility. Teachers who have high ego resiliency can manage an unfamiliar situation and various unpredictable requests of students with much flexibility and the ability to deal the situation is directly related with the quality of the class(An, 2010; Kim, 2009; Park & Shin, 2017), therefore it is necessary to nurture teachers with high ego resiliency.

The teacher motivation is the reason why they choose to become a pre-primary teaching profession and this is the main aspect for the successful teaching performance(Kim, 2012; Malmberg, 2006; Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Teachers who value the profession itself perform more enthusiastic class with more responsibility than teachers who teach for that or what not; such as the benefit and the authority of being a teacher(Choi, 2005; Sheldon & Elliot, 1998). Moreover, the teacher motivation is statically related to the teacher satisfaction in terms of performing the teaching(Kim, Noh, & Lee, 2009), thus pre-primary teacher education should be designed to maintain the high level of teacher motivation.

Next part of this article will discuss about the teacher efficacy. The teacher efficacy is the self-belief that teachers can have positive influence to students when they teach young children(Choi, 2005; You & Chung, 2017). The term teacher efficacy is derived from the Bandura's theory of self-efficacy, and it is related to the level of efforts devoted for teacher training and the courage that challenges teacher trainees(Pajares, 1996). When the teacher considers oneself with low teacher efficacy, the teacher underestimate the capacity to change students' lives by teaching and not trying one's best to train for the teaching profession and the teaching performance; whereas the opposite group of teachers devote their energy to constant effort in teaching(Lamorey & Wilcox, 2005; Park, Dimitrov, Das, Gichuru, 2016). This proves that the teacher efficacy is the important aspect that determines the quality of the teaching performance.

For the last, the self-esteem is also the core aspect that make teachers to realize themselves very valuable and making them to have the privilege to become happy(Branden, 2000; Park, 2015). In general, teachers with high self-esteem accept the circumstance positively in any cases, decide their values highly positive and have ability to endure hardships(Song, 1995). Moreover, considering several researches discussing the close relationship between the teacher efficacy and self-esteem(Hong & Kang, 2011; Kim, Jeon, & Park, 2013), to inspire pre-primary teacher's self-esteem is necessary.

Most former researches discussing pre-primary teachers' happiness are focusing on the relations of happiness with teachers' capacity. Several researches disclosed pre-primary teachers' happiness is related to the restoration and resilience(Hwang, 2013), the teacher's efficacy(Han, 2014; Hwang,

2013), job satisfaction(Hwang, Tak, & Hong, 2013) and the role performing ability(Lee, Choi, & Lee, 2012). We have analyzed some of pre-primary teacher trainees' happiness research articles; correlations between the perception of happiness and teaching happiness(Lee & Seo, 2015), personality(Eom, 2016), the aptitude for teaching profession and teaching expertise(Song, 2017) and the teacher efficacy(Ko, Jang, & Lee, 2013) are researched among scholars. However, researches of pre-primary teacher trainees regard happiness is the study satisfaction, a social nature and the relationship preference(Ko, Jang, & Lee, 2013), and these perspective of treating happiness make different research results. Therefore, it is necessary to analyze the aspects that affect the happiness itself in general pre-primary teaching setting.

For the reasons presented above, this research will discover the correlations between teachers' ego resiliency, teacher motivation, teacher efficacy, self-esteem and happiness. Also we will discuss the aspects that can positively affect the quality of education and the teaching performance. Lastly, we will analyze the aspects that determine pre-primary teacher trainees' happiness. Considering happy pre-primary teachers can perform quality education and it will have very positive impact on children, this research can suggest preview point in developing and managing pre-primary teacher training curriculum to nurture happy pre-primary teachers.

Based on the research object, we have proposed the research questions below.

Research question 1. What is the correlations between pre-primary teachers' ego resiliency, teacher motivation, teacher efficacy, self-esteem and happiness?

Research questions 2. What is the impact of pre-primary teachers' ego resiliency, teacher motivation, teacher efficacy, self-esteem to happiness?

## II. Methods

### 1. Participants

A total of 328 teachers (grade 1 and 2) at three university in A, B and C, South Korea, participated in the survey. Common characteristics of research subjects are shown below in Table 1.

Table 1. General Characteristics of Participants ( $N=328$ )

Grade	Gender	<i>N</i>	%
1	Male	14	4.3
	Female	207	63.1
2	Male	4	1.2
	Female	103	3.0

## 2. Measure

### 1) Ego resiliency

In order to assess ego-resiliency of pre-primary teachers, we used the measurement of the construct of ego-resiliency revised by Park(1997), which was originally developed by Klohnen(1996). This scale consists of 27 items divided into four categories; confidence(9 items), interpersonal efficacy(8 items), optimistic attitude(8 items), anger management(2 items). In this study, we conducted exploratory factor analysis and removed the six items with factor loadings smaller than  $<.40$ . As a result of the final factor analysis, three factors were extracted and the total variance explained was 40.00%. The three factors are labeled optimistic attitude(10 items), leadership(7 items), and self control(5 items). Respondents were asked to rank their agreement with 21 statements using a 5-point Likert-type scale with 1 = strongly disagree to 5 = strongly agree. The higher the score, the higher the ego-resiliency of the pre-kindergarten teacher. The Cronbach's  $\alpha$  for teachers' ego-resiliency was .92.

### 2) Teacher motivation

In order to assess the teacher motivation of the pre-primary teachers, we used the measurement of teacher motivation developed/revised by Kim(2012), Modified Orientations to Teach Survey: MOTS. This measurement consists of 23 questions and five sub-factors; intellectual stimulation as intrinsic motivation(5 items), activities with children(4 items), self evaluation(5 items), altruism(4 items), character of work as external motivation(5 items). In this study, we conducted exploratory factor analysis and removed items with factor loadings smaller than  $<.40$ . As a result of the final factor analysis, four factors were extracted and the total variance explained was 53.40%. The four factors are labeled intellectual stimulation(6 items), activities with children(3 items), self evaluation(4 items), and character of work(9 items). Respondents were asked to rank their agreement with 22 statements using a 5-point Likert-type scale with 1 = strongly disagree to 6 = strongly agree. The higher the score, the higher the level of teacher motivation. The Cronbach's  $\alpha$  for teacher

motivation was .93.

### 3) Teacher efficacy

In order to assess the teacher efficacy of pre-primary teachers, we used a measurement revised by Sim(2007). This measurement is originally from “Ohio State Teacher Efficacy Scale” (OSTES) developed by Tschannen-Moran and Woolfolk Hoy(2001) to cater to preschool teaching. The scale consists of 24 items divided into three categories; efficacy for children(8 items), efficacy for class strategy(8 items), and efficacy for classroom(8 items). In this study, we conducted exploratory factor analysis and removed the six items with factor loadings smaller than  $<.40$ . As a result of the final factor analysis, three factors were extracted and the total variance explained was 47.76%. The three factors are labeled efficacy for children(2 items), efficacy for class strategy(12 items), and efficacy for classroom(4 items). Respondents were asked to rank their agreement with 18 statements using a 5-point Likert-type scale with 1 = strongly disagree to 5 = strongly agree. The higher the score, the higher the efficacy of the teacher. The Cronbach's  $\alpha$  for teacher efficacy was .93.

### 4) Self-esteem

To assess pre-primary teachers' self-esteem, we used the measurement revised by Baek(1993) and Song(2008). The original measurement is self-esteem scale(SES) developed by Rosenberg(1965). In this section of self-esteem, the items consisted of five positively and five negatively worded items. Respondents were asked to rank their agreement with 10 statements using a 5-point Likert-type scale with 1 = strongly disagree to 5 = strongly agree. Negative items are to be scored reversely. The total score ranges from 10 to 50 points. The higher the score, the higher the self-esteem. The Cronbach's  $\alpha$  for ego respect was .86.

### 5) Teachers' happiness

In order to assess pre-primary teachers' happiness, we used the measurement revised by Kwon(2011) and validated by Choi(2011). This measurement is originally from Oxford Happiness Questionnaire(OHQ) developed by Argyle(2001). In Choi(2011), she identified 29 items of OHQ. Through exploratory factor analysis, and 10 items of external happiness, 6 items of internal happiness, 5 items of self-control. In this study, we conducted an exploratory factor analysis of the 21 items and removed 2 items with a factor load of less than  $.40$ . As a result of the final factor analysis, three factors were extracted and the total explanatory variable of the model was 51.33%. The three factors are labeled self-control(7 items), external happiness(8 items), and internal happiness(4 items). Respondents were asked to rank their agreement with 19 statements using a

5-point Likert-type scale with 1 = strongly disagree to 5 = strongly agree. The higher the score, the higher the happiness of the teacher. The Cronbach's  $\alpha$  for ego respect was .92. Among the sub-factors, external happiness and internal happiness factor were used for analysis.

### 3. Procedures

#### 1) Preliminary examination

The preliminary examination was conducted from March 6th, 2017 to March 10th, 2017. The participants were 30 pre-primary teachers at A university who were not the subjects of this study examination. After providing details about the purpose and method of the research, the researcher distributed the questionnaire and asked to review the questionnaires which are neither clear nor appropriate. Based on the results of the preliminary examination, there was no difficulty in understanding the items and no other issues. The examination took 15-20 minutes.

#### 2) Examination

The examination was conducted from May 28th to June 5th, 2017. Prior to the final examination, we met participants to explain the purpose and method of the research. The questionnaire was sent to and answered by pre-primary teachers who had agreed to participate in the survey. The collected questionnaires were 328 copies, all of which were used as analysis data.

### 4. Data Analysis

In this study, the data collected for analyzing the relationship between ego-resiliency, teacher motivation, teacher efficacy, self-esteem, and happiness of pre-primary teachers were statistically processed using SPSS-WIN 22.0 program as follows.

First, exploratory factor analysis was performed for the scale analysis. Second, Cronbach's  $\alpha$  was calculated to test the internal consistency between the items. Third, the average and standard deviation of happiness were calculated. Fourth, Pearson's correlation was used to analyze the collected data. Fifth, multiple regression analysis was used to analyze the collected data. In the regression analysis, multicollinearity among the independent variables was diagnosed and statistically processed.

### III. Results

There are Means and Standard Deviation(*SD*) of teachers' ego resiliency, teacher motivation, teacher efficacy, self-esteem, happiness. The mean score for the ego resiliency was 3.86(*SD*=.66). And the mean score for the teachers motivation was 5.52(*SD*=.75), the teacher efficacy was 3.53(*SD*=.59), the self-esteem was 3.84(*SD*=.69), teachers' happiness was 3.90(*SD*=.73).

Table 2. Means and *SD* of teachers' ego resiliency, teacher motivation, teacher efficacy, self esteem, happiness (*N*=328)

		<i>M</i>	<i>SD</i>
Dependent variable	Ego resiliency	3.86	.66
	Teacher motivation	5.52	.75
	Teacher efficacy	3.53	.59
	Self-esteem	3.84	.69
Independent variable	Happiness	3.90	.73

#### 1. Correlations between teachers' ego resiliency, teacher motivation, teacher efficacy, self-esteem and happiness

There are correlations between teachers' ego resiliency, teacher motivation, teacher efficacy, self-esteem and happiness.

External happiness significantly positively correlated to optimistic attitude( $r=.57, p<.01$ ), leadership( $r=.44, p<.01$ ), and self-control( $r=.37, p<.01$ ), which are sub-factors of self-resiliency. Next, external happiness significantly positively correlated to intellectual stimulation ( $r=.47, p<.01$ ), activities with children( $r=.45, p<.01$ ), self-evaluation( $r=.51, p<.01$ ), character of work( $r=.43, p<.01$ ), which are sub-factors of teacher motivation. And external happiness significantly positively correlated to efficacy for children( $r=.34, p<.01$ ), efficacy for class strategy( $r=.57, p<.01$ ), and efficacy for classroom( $r=.30, p<.01$ ), which are sub-factors of teacher efficacy. Finally, there was a significant positive correlation between external happiness and self-esteem( $r=.50, p<.01$ ).

Internal happiness has a significant positive correlation with optimistic attitude( $r=.51, p<.01$ ), leadership( $r=.44, p<.01$ ), and self-control( $r=.51, p<.01$ ), which are sub-factors of ego resiliency. Next, internal happiness significantly positively correlated to intellectual stimulation( $r=.36, p<.01$ ) activities with children, self-evaluation( $r=.47, p<.01$ ), and character of work( $r=.30, p<.01$ ), which



Table 3. Correlations between variables

	1-①	1-②	1-③	2-①	2-②	2-③	2-④	3-①	3-②	3-③	4	5-①	5-②
<b>1. Ego resiliency</b>													
① Optimistic attitude	1												
② Leadership	.51**	1											
③ Self control	.63**	.53**	1										
<b>2. Teacher motivation</b>													
① Intellectual stimulation	.42**	.40**	.37**	1									
② Activities with children	.39**	.30**	.27**	.52**	1								
③ Self evaluation	.39**	.37**	.27**	.59**	.51**	1							
④ Character of work	.24**	.34**	.19**	.55**	.48**	.55**	1						
<b>3. Teacher efficacy</b>													
① Efficacy for children	.23**	.51**	.26**	.42**	.35**	.23**	.38**	1					
② Efficacy for class strategy	.19**	.30**	.63**	.44**	.39**	.39**	.24**	.64**	1				
③ Efficacy for classroom	.20**	.30**	.22**	.26**	.34**	.33**	.29**	.20**	.65**	1			
<b>4. Self esteem</b>													
	.64**	.33**	.57**	.33**	.31**	.33**	.27**	.47**	.30**	.18**	1		
<b>5. Teacher happiness</b>													
① External happiness	.57**	.44**	.37**	.47**	.45**	.51**	.43**	.34**	.57**	.30**	.50**	1	
② Internal happiness	.51**	.44**	.51**	.36**	.36**	.47**	.30**	.27**	.37**	.29**	.63**	.51**	1

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

are sub-factors of teacher motivation. And internal happiness significantly positively correlated to efficacy for children( $r=.27$ ,  $p<.01$ ), efficacy for class strategy( $r=.37$ ,  $p<.01$ ), and efficacy for classroom( $r=.29$ ,  $p<.01$ ) which are sub-factors of teacher efficacy. Finally, there was a significant positive correlation between internal happiness and self-esteem( $r=.63$ ,  $p<.01$ ).

## 2. Variables affecting pre-primary teacher's happiness

The effects of ego-resiliency, teacher motivation, teacher efficacy, and self-esteem on pre-primary teachers' happiness are shown in Table 4. Prior to the multiple regression analysis, we detected multicollinearity to check whether there was a strong correlation between prediction models and dependent variables.

VIF(Variance Inflation Factor) of teacher's happiness, ego-resiliency, teacher motivation, teacher efficacy, self-esteem was 1.04-1.18. The tolerance limits were .85-.96 and the Durbin Watson statistic was 1.96. As a result, it was concluded that multicollinearity did not appear to be of

significant concern.

We examined multiple regression analysis to analyze the influence of ego-resiliency, teacher motivation, teacher efficacy, and self-esteem on teacher's happiness. As the Table 4 shows, ego resiliency, teacher motivation, teachers efficacy and self-esteem affected happiness about 66% ( $R^2=.66$ ,  $F=159.93$ ,  $p<.001$ ).

Ego-resiliency was a statistically significant positive predictor explaining 49% ( $\beta=.30$ ,  $p<.001$ ) of the total variance, followed by the addition of teacher motivation, which increased the influence of 10%. Teacher motivation was also a significant positive predictor ( $\beta=.27$ ,  $p<.001$ ) of pre-primary teachers' happiness.

Next, the effect of teacher efficacy was increased by 1%, and teacher efficacy was a statistically significant positive predictor ( $\beta=.10$ ,  $p<.01$ ) of pre-primary teachers' happiness. Lastly, self-esteem increased 6%, and self-esteem was also a significant positive predictor ( $\beta=.35$ ,  $p<.001$ ) of pre-primary teachers' happiness. These results indicate that ego-resiliency, teacher motivation, teacher efficacy, and self-esteem are predictive variables for pre-primary teachers' happiness, and that self-esteem is the strongest predictor when comparing  $\beta$  values.

Table 4. Hierarchical Regression Analysis of ego resiliency, teacher motivation, teacher efficacy, self-esteem

Step	Dependent variable	B	SE	$\beta$	t	$R^2$	$\Delta R^2$	F
1	Demographics	1.34	.14		9.84***	.49	.49	324.41***
	Ego resiliency	.62	.03	.71	18.01***			
2	Demographics	.31	.17		1.78	.59	.10	233.27***
	Ego resiliency	.48	.04	.55	13.56***			
	Teacher motivation	.29	.03	.34	8.47***			
3	Demographics	.15	.18		.84	.60	.01	161.93***
	Ego resiliency	.47	.04	.53	13.23***			
	Teacher motivation	.25	.04	.29	6.70***			
	Teacher efficacy	.13	.04	.12	2.91**			
4	Demographics	-.15	.17		-.91	.66	.06	159.93***
	Ego resiliency	.27	.04	.30	6.52***			
	Teacher motivation	.23	.03	.27	6.71***			
	Teacher efficacy	.11	.04	.10	2.71**			
	Self-esteem	.33	.04	.35	7.89***			

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

### 3. Sub-factors affecting pre-primary teacher's happiness

The effects of ego-resiliency, teacher motivation, and teacher efficacy sub-factors on pre-primary teachers' happiness are shown in Table 5. Prior to multiple regression analysis, we detected multicollinearity to check whether there was a strong correlation between prediction models and dependent variables.

VIF(Variance Inflation Factor) of teacher's happiness, ego-resiliency, teacher motivation, teacher efficacy sub-factors was 1.21-1.48. Tolerance limits were .68-.83. The Durbin Watson statistic was 2.07. As a result, it was concluded that multicollinearity did not appear to be of significant concern.

In order to analyze the relative influence of ego-resiliency, teacher motivation, and teacher efficacy sub-factors on the happiness of the pre-primary teachers, the hierarchical multiple regression analysis showed that 60% ( $R^2=.60$ ,  $F=122.74$ ,  $p<.001$ ) of the total happiness was explained as shown in Table 5.

Table 5. Hierarchical Regression Analysis of sub-factors of ego resiliency, teacher motivation, teachers efficacy, self-esteem

Step	Dependent variable	B	SE	$\beta$	t	$R^2$	$\Delta R^2$	F
1	Demographics	1.61	.20		8.19***	.27	.27	123.49***
	Intellectual stimulation	.39	.04	.52	11.11***			
2	Demographics	.58	.17		3.48**	.56	.29	209.30***
	Intellectual stimulation	.21	.03	.28	6.87***			
	Optimistic attitude	.50	.03	.59	14.64***			
3	Demographics	.25	.17		1.41	.59	.03	159.19***
	Intellectual stimulation	.14	.03	.19	4.48***			
	Optimistic attitude	.50	.03	.59	15.18***			
	Efficacy for class strategy	.20	.04	.20	5.13***			
4	Demographics	.26	.17		1.49	.60	.01	122.74***
	Intellectual stimulation	.13	.03	.17	4.06***			
	Optimistic attitude	.50	.04	.55	12.91***			
	Efficacy for class strategy	.19	.04	.19	4.69***			
	Leadership	.07	.03	.10	2.45*			

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

Regression results in Table 5 show optimistic attitude( $\beta=.55$ ,  $p<.001$ ) was one of the strongest predictors in influencing teachers' happiness. This means that the higher optimistic attitude the pre-primary teachers were in, the higher level of happiness they would feel.

Regarding the impact of pre-primary teachers' happiness, the intellectual stimulation, which is a sub-factor of teacher motivation, was a statistically significant positive predictor describing 27% of total variance( $\beta=.17$ ,  $p<.001$ ). Secondly, the influence of 29% was increased by adding optimistic attitude which is a sub-factor of ego-resiliency. The optimistic attitude( $\beta=.55$ ,  $p<.001$ ) was also a significant positive predictor of pre-primary teachers' happiness.

Next, the influence of 3% was increased by the addition of efficacy for class strategy which is a sub-factor of teacher efficacy, and the efficacy for class strategy( $\beta=.19$ ,  $p<.001$ ) was a significant positive predictor explaining the pre-primary teachers' happiness. Lastly, the influence of 1% was increased by the addition of leadership, which is a sub-factor of ego-resiliency, and the leadership( $\beta=.10$ ,  $p<.05$ ) was also a significant predictive variable explaining the happiness of the pre - primary teacher. These results indicate that optimistic attitude is the most powerful predictor when comparing the standardized coefficient  $\beta$  with the intellectual stimulation, optimistic attitude, efficacy for class strategy, and leadership.

## IV. Discussion and Conclusion

The purpose of this study is to explore the correlations between ego resiliency, teacher motivation, teacher efficacy, self-esteem, and happiness. By examining the influences of other variables on happiness, we seek to provide suggestions for improving the sense of happiness of pre-primary teachers. The main findings of this study are as follows.

First, external happiness and internal happiness, which are sub-factors of the pre-primary teachers' happiness were each found to have a positive correlation with the sub-factors of self-esteem, teacher-efficacy, teacher-motivation, and teacher-resiliency. The variables most related to external happiness of pre-primary teachers were those of a classroom strategy, which is a sub-factor of ego resiliency, and optimistic attitude, which is a sub-factor of teacher efficacy. The results match the study of Lee(2015), Kang(2016), and Noh(2013), who said the sense of happiness of the pre-primary teacher was linked to the pre-teachers' ego-resiliency. The results have something in common with the study of Park(2012), which found that the higher the happiness of the pre-primary teacher, the greater positive effect on ego resiliency.

These findings provide implications for how to provide structural support at the school level and

for how to evaluate prospective teachers' teaching performance through simulation teaching to increase the external happiness of pre-primary teachers. Choi(2011) stated, "External happiness means 'feeling of euphoria surrounding me'". 'The pre-primary teachers face various external issues, such as managing time to conducting a series of studies related to coursework, and experiencing multifaceted human relationships through group assignments and establishing long-term learning plans for career determination. Therefore, it is likely to form an optimistic attitude in a predictable, well-organized manner, which will soon lead to a positive external assessment of the instructors and colleagues, thereby influencing the well-being of the pre-primary teacher.

Recognition of how a pre-primary teacher can influence children's participation, class management, and classroom strategy is referred to as a perception variable in teacher efficacy. It can be interpreted that the assessment of the professor and his colleague had affected the external happiness of the prospective teacher in the course of creating teaching strategies by repeatedly preparing and implementing lesson plans.

The results above suggest ways to increase the pre-primary teachers' happiness. The Department of Early Childhood Education needs to provide communication channels that inform prospective teachers about specific guidance on the curriculum and help them express their own intentions. Moreover, the department should provide a positive perception that they can perform well as a primary teacher by announcing specific ways of teaching to children and assessment measures.

Internal happiness, which is a lower factor of pre-primary teacher's happiness showed a somewhat higher correlation with respect to self-esteem. This result of the study is based on the results of studies by Park and Moon(2014) and Heo(2009), who said that the higher their self-esteem and social support, the happier they feel. The results of this study support those of Koo(2004), Jwa, Yoon, & Lee(2016), identified a positive relationship between the self-esteem and internal happiness of the pre-primary teachers.

Internal happiness means the feeling of happiness due to internal factors, such as satisfaction with one's life and future, and positive emotion(Choi, 2011), so it can be predicted that there was a high correlation with a sense of self-esteem, which recognizes inner value positively. Han(2014) said that there is a need to utilize psychological therapy or personality analyzing based on positive psychology in the college curriculum as a way to enhance the sense of self-esteem of primary teachers. Therefore, college instructors are advised to develop teaching methods and mentoring skills for enhancing self-esteem in a way to improve internal happiness of pre-primary teachers.

Second, it emerged that self-esteem is the highest predictor of teachers' happiness in consequence of analyzing the influence of variables affecting the happiness of pre-primary teachers. Ego resiliency, teacher motivation, and teacher efficacy followed order of significance as predictive variables. These

results are consistent with the study results that the self-esteem of university students has a positive influence on the formation of a sense of happiness(Park & Mun, 2014), and that self-esteem significantly effect the happiness of the primary teachers after analyzing the effect of the self-esteem and the professional recognition on the teachers' happiness(Han, 2014). The results of this study support studies which analyze the sub-factors of recovery resilience that affect a teacher's happiness(Tak & Kang, 2014) and studies that demonstrate the strong influence between happiness of the primary teacher and ego resiliency after analyzing the influence among happiness, ego resiliency and teacher-child interaction variables(Hong, 2015).

It is notable in this study that ego resiliency and self-esteem have a strong influence on happiness of pre-primary teachers, which indicates a high emotional impact on the development of the sense of happiness. Since the happiness of pre-primary teacher is not only relevant to the ethics that protects the right of children(Jung & Choe, 2014), but is also directly related to the ability of the teacher to recover from stress(Kim, 2012), improving teacher happiness is an urgent matter for the improvement of the quality of infant education. It is not easy to determine the happiness of teachers during the two-to-four-year early childhood teacher training course. Therefore, we should help the pre-teacher enjoy a sense of happiness even after becoming a teacher by enhancing the sense of self-esteem and ego resiliency, entailing emotional stability and resilience.

Emotion is not enhanced by theoretical lessons and objective evaluations, it is learned based on initiative experiences in college, with room for improvement as a stepping stone. In other words, in order to enhance the self-esteem and ego-resiliency of pre-primary teachers, college instructors in the early childhood teacher training course should be considerate helping them prepare their own learning methods based on their own motives, rather than paying attention to performance and evaluation. Activating non-subject areas where flexibility relative to the planning and assessment of learning is guaranteed could have a positive effect on the self-elasticity and self-esteem of pre-primary teachers.

The results identifying the influence of sub-factors of ego resiliency, teacher motivation, teacher efficacy and self-esteem on pre-primary teacher's happiness shows that intellectual stimulation, optimistic attitude, efficacy for class strategy, and leadership are regarded as meaningful prediction factors, among them, the optimistic attitudes of a pre-primary teacher best explained the feeling of happiness. This supports a previous study's results(Kim, 2012) that optimistic attitude predicts happiness of pre-primary teacher the most among sub-factors of ego resiliency; optimistic attitude, control of anger, interpersonal efficiency, and confidence.

The Department of Early Childhood Education could develop a pre-primary teacher's optimistic attitude when they help the teachers develop individually specialized skills based on students'

interests and aptitude. If the teacher educators develop and apply a method of learning that can give a fair assessment of the work done by pre-primary teachers and raise their sense of achievement, pre-teachers can maintain an optimistic attitude. Most of all, it is believed that the optimistic attitudes of prospective teachers could be formed when accompanied by efforts to encourage pre-teachers and creating a reasonable education environment.

So far, we have examined relationships between the happiness of pre-primary teachers and psychological qualities and their influence on happiness. The primary teacher profession is going through a transitional stage in social and cultural terms. Social awareness and treatment of child teachers is improving day by day, a time when teaching qualities and ethics are mentioned due to a series of incidents related to child abuse; thus, this research is timely and important in identifying the role of college in determining the effects on the teacher's happiness.

Finally, based on the results of this study, the following proposals are made. First, the study revealed that the ego resiliency and self-esteem of pre-primary teachers have a strong influence on sense of happiness. A structural analysis needs to be done about several variables that affect the euphoria of prospective parents in this regard. Second, the study identified the relationships and influences among variables that affect happiness of pre-primary teachers in several areas. In follow-up studies, various implications are expected to be gained if qualitative studies on diverse materials, such as classroom observations, teacher journal analysis, and interviews are conducted.

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## 한글 요약

# 예비유아교사의 자아탄력성, 교사동기, 교사효능감, 자아존중감이 행복감에 미치는 영향

송연경 · 이영진 · 김미래

본 연구는 예비교사의 자아탄력성, 교사동기, 교사효능감, 자아존중감과 행복감의 관계를 알아보는 데 그 목적이 있다. 이를 위해 각기 다른 지역에 위치한 A, B, C대학 유아교육과에 재학 중인 예비유아교사 328명을 대상으로 자아탄력성, 교사동기, 교사효능감, 자아존중감, 행복감의 척도를 사용하여 자료를 수집하였으며, 수집된 자료는 Pearson 적률 상관분석과 위계적 중다회귀분석을 통해 검증하였다. 그 결과를 보면 다음과 같다. 첫째, 예비교사의 자아탄력성, 교사동기, 교사효능감, 자아존중감, 행복감 사이에 유의미한 정적 상관관계가 있는 것으로 나타났다. 둘째, 자아존중감은 예비교사의 행복감을 가장 높게 예측하는 유의미한 정적 예측 변인인 것으로 나타났다. 셋째, 자아탄력성의 하위요인인 긍정적 태도가 예비유아교사의 행복감에 가장 영향력이 큰 하위요인으로 나타났다. 이러한 연구결과를 고려할 때, 예비교사의 행복감을 높이기 위한 교육환경에 대한 지원 방안과 관련하여 시사점을 얻을 수 있다.

주제어 : 예비유아교사, 자아탄력성, 교사동기, 교사효능감, 자아존중감, 행복감

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