
The Relationship between Early Childhood Teachers' Leisure Satisfaction and Resilience

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Abstract

The purpose of this study was to identify the relations between leisure satisfaction and resilience of early childhood teacher. Thus, the problems what is relationship between leisure satisfaction and resilience, and are there differences according to the background variables of early childhood teachers were set and confirmed. The research was conducted with 250 early childhood teachers of national daycare center in Seoul. In order to measure teachers' leisure satisfaction, the validated leisure satisfaction scale by Kim, Lee, & Hwang (2010) and resilience index text by kwon & Lee (2010) were used. The collected data was analyzed using statistic software, SPSS Statistics 24.0. To confirm reliability of the program, Chronbach alpha was calculated. And Pearson correlation coefficient was calculated to determine the relations between early childhood teachers' leisure and resilience. In addition, t-test and one-way ANOVA were accomplished to verify the difference of leisure satisfaction and resilience according to the general backgrounds of early childhood teachers, and Scheffé was used as post-test method. The result of this study were as follows: First, there was a positive relationship between leisure satisfaction and resilience of early childhood teachers. This represents that the higher level of leisure satisfaction is proportional to the higher resilience. Second, the differences in leisure satisfaction and resilience of teachers according to background variables were confirmed. There was no statistical difference in the leisure satisfaction of teachers. However, there was a considerable difference in leisure satisfaction according to the health status of teachers. And there was significant difference in the resilience level. In particular, the resilience level was high in accordance with their marital status, academic background, and health status. The results of this study suggest that there is a static relationship between early childhood teachers' leisure satisfaction and resilience.

Keywords: Early childhood teacher, leisure satisfaction, resilience, leisure activity, health

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Introduction

Modern people are very tired because they are adjusting to a rapidly changing society and devoting more energy to performing various roles. Chaudhuri and Behan (2004) found that the accumulation of fatigue can lead to greater problems by destroying the mental, physical and social functions of the individual. Both mental and physical relaxation and leisure activities play an important role in the recovery of the individual from the fatigue that causes such many side effects (requoted from Park, 2015). Educational situation is not exceptional, in particular, early childhood teachers who spend more than half a day with child, consume more energy by carrying out the dual task of nursing and education. Therefore, early childhood teachers need time to rest and recharge to relieve their work fatigue.

If the early childhood teacher has the significant emotional problems, which greatly impact on the overall development of the young child, it can also negatively affect the child's emotion and development. Therefore, resilience is emphasized by the ability to reduce the psychological fatigue of the teacher, while at the same time optimistically overcoming the adversity faced by the teacher (Kim, 2011). Resilience is a necessary ability for all human beings and it is an essential element of happiness and success that also affects physical and mental health, work performance and interpersonal relationships (Reivich & Scheffé, 2002).

Resilience for early childhood teacher is even more important because it affects not only the individual's psychological well-being for the teacher, but also the quality of life and education for the child (Kwon, 2015). Therefore, there is a growing interest in the resilience of early childhood teachers, and the related studies are gaining attention.

Recently, the concept and recognition of teacher's resilience has been studied (Gil, 2015; Kim, 2011; Kim, 2013; Kim, 2017; Kwon, 2015; Kwon & Lee, 2010; Lee, 2014; Park & Jeon, 2010). Lee (2014), the relationship between teacher's resilience and job satisfaction (Han, 2015; Oh, 2016), the relationship between teacher's resilience and job satisfaction, job stress (Kang, Ahn, & Lim, 2015). These studies confirm that resilience has a positive effect on the various behavioral characteristics of teachers. However, no research has been conducted to find alternatives by analyzing what activities can be used to improve resilience of early childhood teachers.

What is needed to improve the teacher's resilience is not only mental and physical health and emotional stability, but also leisure activities that lead to a leading and creative attitude (Cho & Yoon, 2004). Leisure activities are more important because they can not only relieve the teacher's own fatigue, but also improve the teacher-child learning effect and at the same time they can bring about the good result in vitalizing the teaching society by forming appropriate relationships (Cho & Yoon, 2004).

As resilience and leisure activity are important, various previous studies have been conducted to investigate the relationship between leisure satisfaction and resilience. For example, the effects of leisure satisfaction on job stress and resilience (Kim, 2014), the leisure satisfaction on the life balance and resilience (Kim, 2017), and spontaneity of leisure

participation positively influences on health, life satisfaction and resilience (Jang, 2012). These studies show that there is a static relationship between the satisfaction from leisure activities and the subfactor of resilience. However, the subject of the study were general office workers, adults and leisure clubs, so it is difficult to generalize to early childhood teachers who have insufficient time and feel tired from teaching and heavy workload. Therefore, the purpose of this study is to limit the subject of study to early childhood teachers who have a great influence on the development of children and to clarify the relationship between the subfactor that constitute leisure satisfaction and resilience.

Leisure satisfaction, according to Beard and Ragheb (1980), can be described as positive perceptions and emotions that are currently acquired or enjoyed as a result of leisure activity selection and participation, leisure satisfaction can be subdivided into physical, psychological, educational, relaxation, social and aesthetic satisfaction. Components of resilience were suggested differently by scholars, but this study was based on the fact that the subfactor of resilience that derived by Reivich and Scheffé (2002) were essential for the performance of early childhood teachers. Accordingly, the subfactors of resilience are associated with emotional control, active challenge, impulse control, causative analysis, optimism, empathy and self-efficacy. The followings questions were confirmed in this research.

Question 1: What is the correlation between early childhood teacher's leisure satisfaction and resilience?

Question2: Are there be a difference between leisure satisfaction and resilience according to the early childhood teacher's age and health status?

Method

Subjects

The subjects of this study were 250 randomly selected early childhood teachers from national day-care center in Dongjak-gu and Gwanak-gu, Seoul. To collect the data, the researcher visited the centers in person or conducted a postal survey, and 225 results were used as analysis data except for unanswered or unsatisfactory responses. The composition of the study is shown in Table 1.

Table 1. The composition of the study

Background Variable	Division	N	%
Age	20's	70	31.1
	30's	84	37.3
	40's	56	24.9
	Over 50's	15	6.7

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Marital Status	Married	110	48.9
	Single	115	51.1
Academic Background	2 ~ 3yrs. College	110	48.9
	4yrs. Univ.	101	44.9
	Postgraduate	14	6.2
Health status	Very healthy	43	19.1
	Quite healthy	90	40.0
	Average	81	36.0
	Not healthy(weak)	11	4.9
		225	100.0

Measuring tool

In this study, the following measuring tools were used to measure the early childhood teacher's leisure satisfaction and resilience.

Leisure satisfaction

In order to measure teacher's leisure satisfaction, the Leisure Satisfaction Scale (LSS) was used, which was developed by Ragheb and Beard (1980), translated by Lee JongGil (1992) and validated by Kim MiRyang, Lee YeonJu and Hwang SunHwan (2010). Leisure satisfaction in this study consists of six sub-variables: physical, psychological, aesthetic, social, educational, and relaxation. The scores range from 'not at all likely' (1 point) to 'very likely'(5 points), and higher scores mean higher level of leisure satisfaction. Chronbach's α was .91 in the reliability of the original tool and Chronbach's α was .94 in this study. The reliability test of leisure satisfaction is shown in Table 2.

Table 2. Composition of Leisure Satisfaction Scale Tool

Leisure satisfaction	Question number	No. of questions	Cronbach's α
Psychological	1, 2, 3, 4	4	.864
Relaxation	13, 14, 15, 16	4	.863
Aesthetic	21, 22, 23, 24	4	.887
Social	9, 10, 11, 12	4	.886
Physical	17, 18, 19, 20	4	.901
Educational	5, 6, 7, 8	4	.910
Overall		24	.947

Resilience quotient test

The Resilience Quotient Test (RQT), translated by Kim JuHwan (2011) but re-translated by Kwon SooHyun & Lee SeongYeon (2010) to confirm the adequacy of the tool, was used for measuring teacher's resilience. The tool consists of 56 questions and consists of seven sub-factors: emotional control, active challenge, impulse control, causative analysis, optimism, empathy and self-efficacy. By using a five-point Likert Scale, each question consists of from 'extremely likely'(5point) to 'not at all likely'(1point). Chronbach's α was .89 in the reliability of the original tool, the range of Chronbach's α was from .473 to .706 in this study and the overall reliability was .885. The reliability test of resilience index is shown in Table 3.

Table 3. Composition of Resilience Index Test

Resilience	Question number	No. of Q	Cronbach's α
Emotional Control	2*, 7*, 13, 23*, 25, 26, 31*, 56	8	.673
Active challenge	6, 8, 14, 16*, 35*, 40, 45*, 51*	8	.706
Impulse Control	4, 11*, 14, 36*, 38*, 42, 47, 55*	8	.588
Causative Analysis	1*, 12, 19, 21, 41*, 44*, 48, 52*	8	.643
Self-efficacy	5, 9*, 17*, 20*, 22*, 28, 29, 49	8	.636
Optimism	3*, 18, 27, 32, 33*, 39*, 43*, 53	8	.473
Empathy	10, 24*, 30*, 34, 37, 46, 50*, 54*	8	.664
Overall		56	.885

* Reverse coded item

Statistical analyses

The purpose of this study was to confirm the relationship between early childhood teacher's leisure satisfaction and resilience. The collected data analysis was carried out by using statistics program, SPSS Statistics24.0. And Pearson's correlation coefficient was calculated to verify the relations between early childhood teachers' leisure and resilience. Furthermore, t-test and one-way ANOVA were used to confirm the difference of leisure satisfaction and resilience according to the background variables of early childhood teachers, and Scheffé was used as post-test method.

Results

The relationship between early childhood teacher's leisure satisfaction and resilience

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Pearson's correlation coefficient was calculated to verify the relationship between teacher's leisure satisfaction and resilience in this study, and the results are in Table 4.

Table 4. Relationship between Early Childhood Teacher's Leisure Satisfaction and Resilience (N=225)

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
Psychological(a)	1														
Relaxation(b)	.439**	1													
Aesthetic(c)	.494**	.481**	1												
Social(d)	.610**	.524**	.610**	1											
Physical(e)	.489**	.418**	.495**	.491**	1										
Educational(f)	.699**	.468**	.535**	.687**	.407**	1									
Leisure Satisfaction (g)	.805**	.700**	.768**	.844**	.720**	.819**	1								
Emotional control(h)	.205**	.200**	.235**	.233**	.079	.270**	.260**	1							
Active challenge(i)	.411**	.215**	.275**	.391**	.241**	.451**	.429**	.315**	1						
Impulse control(j)	.182**	.143*	.215**	.219**	.199**	.177**	.244**	.530**	.332**	1					
Causative analysis (k)	.213**	.174**	.222**	.225**	.069	.237**	.242**	.632**	.241**	.566**	1				
Self-efficacy(l)	.357**	.210**	.217**	.335**	.135*	.461**	.370**	.360**	.692**	.397**	.390**	1			
optimism(m)	.463**	.348**	.323**	.463**	.350**	.519**	.532**	.473**	.508**	.458**	.456**	.507**	1		
Empathy(n)	.200**	.276**	.253**	.306**	.144*	.232**	.300**	.435**	.250**	.392**	.454**	.319**	.330**	1	
Resilience(o)	.408**	.312**	.348**	.435**	.244**	.472**	.477**	.748**	.688**	.729**	.727**	.741**	.739**	.631**	1

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

As shown in Table 4, it was found that there was a positive correlation between teacher's leisure satisfaction and resilience in most of the sub-factors. However, there was no significant correlation between physical leisure satisfaction and emotional control and causative analysis in the sub-factors of resilience ($p < .05$).

Educational satisfaction, which is a subfactor of leisure satisfaction, optimism, which is a subfactor of overall leisure satisfaction and resilience, and the correlation coefficient are high, $r = .519$ and $r = .532$, respectively. In addition, there was a positive correlation coefficients between the psychological, educational satisfaction and the active challenge in the subfactor of resilience is as follows: $r = .411$ and $r = .451$, respectively. Furthermore, there was a positive correlation between the psychological, social, leisure satisfaction and optimism in the resilience, psychological, social, educational, overall leisure satisfaction and overall resilience, $r = .463$ level.

The difference of leisure satisfaction and resilience accordingly to early childhood teacher's age and health status

One-way ANOVA were accomplished to confirm the difference of leisure satisfaction and resilience according to age and health status which are the backgrounds variables of early childhood teachers and the results of the analysis are as follows.

The difference of leisure satisfaction according to early childhood teacher's age and health status

The differences of leisure satisfaction according to the early childhood teacher's age

One-way ANOVA were accomplished to confirm whether there was a difference in teacher's leisure satisfaction according to the early childhood teachers' age. As shown in Table 5, there was no difference statistically for the age in teacher's leisure satisfaction ($p < .05$).

Table 5. Variance analysis of leisure satisfaction differences by age group of early childhood teachers

		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Psychological	Between Groups	13.277	3	4.426	.460	.711
	In groups	2126.279	221	9.621		
	Total	2139.556	224			
Relaxation	Between Groups	11.230	3	3.743	.511	.675
	In groups	1620.086	221	7.331		
	Total	1631.316	224			
Aesthetic	Between Groups	6.584	3	2.195	.275	.843
	In groups	1762.856	221	7.977		
	Total	1769.440	224			
Social	Between Groups	17.873	3	5.958	.597	.618
	In groups	2205.682	221	9.980		
	Total	2223.556	224			
Physical	Between Groups	39.629	3	13.210	1.174	.320
	In groups	2486.371	221	11.251		
	Total	2526.000	224			
Educational	Between Groups	16.510	3	5.503	.537	.657
	In groups	2263.712	221	10.243		
	Total	2280.222	224			
Overall Leisure Satisfaction	Between Groups	76.069	3	25.356	.124	.946
	In groups	45245.593	221	204.731		
	Total	45321.662	224			

The difference of leisure satisfaction according to health status

The results of descriptive statistics to confirm whether there was a difference in leisure satisfaction according to the early childhood teacher's health status were shown in Table 6.

Table 6. Leisure satisfaction differences by early childhood teachers' health status:
ANOVA

		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	<i>Scheffé</i>
Psychological	Between Groups	216.980	3	72.327	8.314	.000	a>c, d
	In groups	1922.576	221	8.699			
	Total	2139.556	224				
Relaxation	Between Groups	11.340	3	3.780	.516	.672	
	In groups	1619.976	221	7.330			
	Total	1631.316	224				
Aesthetic	Between Groups	21.102	3	7.034	.889	.448	
	In groups	1748.338	221	7.911			
	Total	1769.440	224				
Social	Between Groups	174.251	3	58.084	6.264	.000	a>c, d
	In groups	2049.305	221	9.273			b>d
	Total	2223.556	224				
Physical	Between Groups	114.464	3	38.155	3.497	.016	
	In groups	2411.536	221	10.912			
	Total	2526.000	224				
Educational	Between Groups	134.888	3	44.963	4.632	.004	a>d
	In groups	2145.334	221	9.707			
	Total	2280.222	224				
Overall Leisure Satisfaction	Between Groups	3122.428	3	1040.809	5.451	.001	a>c, d
	In groups	42199.234	221	190.947			
	Total	45321.662	224				

One-way ANOVA was accomplished to confirm the differences in leisure satisfaction according to the early childhood teacher's health status. As shown in Table 6, there were statistically significant differences in the level of psychological, social, physical, educational, and overall leisure satisfaction according to the early childhood teacher's health status.

As a result of the post-test of Scheffé, the psychological, social, and overall leisure satisfaction of the group considered 'very healthy' was statistically significant difference

compared to the group who answered 'normal' and 'weak'. In addition, the group who answered 'pretty healthy' showed higher social leisure satisfaction than the group who answered 'weak'. Educational leisure satisfaction was also higher in the group who answered 'very healthy' than in the group who said 'weak'.

The resilience differences according to the age and health status of early childhood teacher

The purpose of this study was to confirm the differences in teacher's resilience according to the age and health status of early childhood teacher. The results were as follows.

The resilience difference according to the teacher's age

One-way ANOVA was accomplished to confirm the difference in resilience according to the age of early childhood teacher. The results were shown in Table 7.

Table 7. Resilience differences by age groups of early childhood teachers: ANOVA

		SS	df	MS	F	p	Scheffé
Emotional Control	Between Groups	46.629	3	15.543	1.029	.381	
	In groups	3338.011	221	15.104			
	Total	3384.640	224				
Active Challenge	Between Groups	50.170	3	16.723	1.010	.389	
	In groups	3659.386	221	16.558			
	Total	3709.556	224				
Impulse Control	Between Groups	110.568	3	36.856	2.969	.033	
	In groups	2743.761	221	12.415			
	Total	2854.329	224				
Causative Analysis	Between Groups	76.327	3	25.442	2.933	.034	
	In groups	1917.033	221	8.674			
	Total	1993.360	224				
Self-efficacy	Between Groups	77.778	3	25.926	1.988	.117	
	In groups	2882.818	221	13.044			
	Total	2960.596	224				

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	Between Groups	30.829	3	10.276	.963	.411
Optimism	In groups	2357.820	221	10.669		
	Total	2388.649	224			
	Between Groups	72.469	3	24.156	1.928	.126
Empathy	In groups	2768.713	221	12.528		
	Total	2841.182	224			
	Between Groups	1165.144	3	388.381	1.224	.302
Total	In groups	70100.118	221	317.195		
	Total	71265.262	224			

As shown in Table 7, the difference of early childhood teacher's age were found in impulse control ($F=2.969, p=.033$) and causative analysis ($F=2.933, p=.034$). After Scheffé's post-test, no specific age differences were found in detail. In addition, there were no statistically significant differences according to age in the sub-factors ($p<.05$).

The resilience differences according to the health status

After descriptive statistical analysis and one-way ANOVA, the differences in resilience according to the health status of early childhood teacher were shown in Table 8.

Table8. Resilience differences by early childhood teachers' health status: ANOVA

		SS	df	MS	F	p	Scheffé
Emotional Control	Between Groups	149.533	3	49.844	3.405	.018	a, b>d
	In groups	3235.107	221	14.638			
	Total	3384.640	224				
Active Challenge	Between Groups	59.375	3	19.792	1.198	.311	
	In groups	3650.181	221	16.517			
	Total	3709.556	224				
Impulse Control	Between Groups	64.766	3	21.589	1.710	.166	
	In groups	2789.562	221	12.622			
	Total	2854.329	224				
Causative Analysis	Between Groups	38.748	3	12.916	1.460	.226	
	In groups	1954.612	221	8.844			
	Total	1993.360	224				

Self- efficacy	Between Groups	32.285	3	10.762	.812	.488
	In groups	2928.311	221	13.250		
	Total	2960.596	224			
Optimism	Between Groups	81.137	3	27.046	2.590	.054
	In groups	2307.512	221	10.441		
	Total	2388.649	224			
Empathy	Between Groups	4.052	3	1.351	.105	.957
	In groups	2837.130	221	12.838		
	Total	2841.182	224			
Total	Between Groups	1690.939	3	563.646	1.790	.150
	In groups	69574.323	221	314.816		
	Total	71265.262	224			

As shown in the ANOVA table of Table 8, the differences according to the health status were found in emotional control ($F=3.405, p=.018$). As a result of Scheffé post-test, it was found that the emotional control of the group who answered 'very healthy' and 'pretty healthy' were higher than the group who said 'weak'.

Discussion and conclusion

The purpose of this study was to identify the relationship between the early childhood teacher's leisure satisfaction and resilience. As a result, it was found that there was a significant correlation between early childhood teacher's leisure satisfaction and resilience. In addition, we found that there was a significant difference in leisure satisfaction and resilience according to the age and health status which are the background variable of early childhood teachers. The main results of this study were as follows.

First, there was a positive relationship between the early childhood teacher's leisure satisfaction and resilience. The higher level of the psychological, relaxation, aesthetic, social, physical, and educational satisfactions which are sub-factors of the leisure satisfaction, the higher the resilience. In particular, the optimism in the subfactor of resilience was high, which is consistent with the study of Kang (2014) and Kim (2017). However, there was no correlation between physical leisure satisfaction and emotional control, causative analysis in the subfactor of the resilience. Early childhood teachers are more satisfied with their psychological, aesthetic, social, relaxation and educational activities than with physically satisfied activities, this seems to be due to the fact that most of the early childhood teachers are women. And the similarity of results between 'the relationship between resilience and life satisfaction (Akbar et al., 2014) and this study.

Second, there was a difference in leisure satisfaction and resilience according to the background variables of early childhood teacher. The healthier the early childhood teacher, the greater the leisure satisfaction and resilience. This was partly similar to Park and Jeon (2010), who emphasized the break time and they clarified it is a risk factor that impedes the resilience. And significant differences in the background variables of early childhood teachers were shown only in the resilience, except for health status.

The above results could be used as a basic material for emphasizing the importance of leisure activity and leisure satisfaction in improving the resilience of early childhood teacher. Furthermore, because of the fact that the higher the health status, the higher the leisure satisfaction and resilience, thus this could be provide the basis for Improvement of early childhood teacher treatment at Institutional level so that early childhood teachers can properly manage themselves.

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Korean Abstract

유아교사의 여가만족도와 회복탄력성 간의 관계

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본 연구의 목적은 유아교사의 여가만족도와 회복탄력성 간의 관계를 밝히는 것이다. 이에 따라 ‘유아 교사의 여가만족도와 회복탄력성 간에는 어떤 상관관계가 있는가, 유아교사의 배경 변인에 따라서 여가만족도와 회복탄력성에 차이가 있는 지’를 연구문제로 선정하여 이를 확인하였다. 본 연구의 대상은 서울지역 국공립어린이집 유아교사 250명이었으며, 교사의 여가만족도를 측정하기 위하여 김미량, 이연주, 황선환(2010)이 타당화한 여가만족척도와 권수현, 이승연(2010)의 회복탄력성 지수검사로 측정하여 그 결과를 분석하였다. 수집된 자료들은 통계프로그램 SPSS 24.0을 이용하여 통계처리 하였다. 측정도구의 신뢰도를 확인하기 위해 Chronbach's α 계수를 산출하였으며, 유아교사의 여가만족도와 회복탄력성 간의 관계를 확인하기 위하여 Pearson 상관계수를 산출하였다. 또한 유아교사의 일반적 배경에 따른 여가만족도와 회복탄력성 차이를 확인하기 위해 두 독립집단 t-test와 일원배치 분산분석(one-way ANOVA)을 실시하였고, 사후검증으로 Scheffé 검증을 하였다. 본 연구의 결과를 통해 다음과 같이 결론을 내릴 수 있다. 첫째, 유아교사의 여가만족도와 회복탄력성 간에는 정적 상관관계가 있음이 확인되었다. 즉, 유아교사의 여가만족도가 높을수록 회복탄력성도 높다는 것을 의미한다. 여가만족척도의 하위요인인 심리적, 긴장이완, 심미적, 사회적, 신체적, 교육적 만족도 모두가 높을수록 회복탄력성이 높아진다는 것을 알 수 있었으며, 특히 하위요인 중에서 낙관성이 높게 나타났다. 둘째, 유아교사의 배경변인별 여가만족도와 회복탄력성의 차이를 확인하였다. 유아교사의 배경변인별 여가만족도는 통계적으로 유의한 차이가 나타나지 않았지만, 건강상태에 따른 여가만족도는 유의한 차이가 있었다. 그리고 유아교사의 배경변인별 회복탄력성은 유의한 차이가 나타났다. 특히 유아교사의 혼인유무, 학력, 건강상태에 따른 회복탄력성 차이는 높았다. 이와 같이, 유아교사는 여가만족도가 높을수록 회복탄력성이 높아지므로, 유아교사의 여가만족도와 회복탄력성 간에는 정적 관계가 있음을 알 수 있었다.

주요어: 유아교사, 여가만족도, 회복탄력성, 여가활동, 건강
