

# Changes In Teaching Personality And Life Guidance Efficacy Of Pre-Service Early Childhood Teachers Through Team Project-Centred Child Abuse Prevention Activities

Jihye Choi

*Eulji University, Department of Early Childhood Education*  
*Corresponding Author: Jihye Choi*

## ABSTRACT

The purpose of this paper is to find out the changes in teaching personality and life guidance efficacy of pre-service early childhood teachers through team project-centred child abuse prevention poster production activities. Through this, it was intended to examine the direction of education for child abuse prevention. First of all, based on good deeds, 5 child abuse prevention poster production activities for pre-service early childhood teachers were organized. As for the pre- and post-tests, the life guidance efficacy and teaching personality tests were used. The subjects of this study were 25 pre-service early childhood teachers from A university located in S city, Gyeonggi-do. As a result of the study, it was found that the life guidance efficacy and teaching personality of pre-service early childhood teachers improved respectively compared to before and after the child abuse prevention poster production program was implemented. The results of this study can be used as basic data for the production of child abuse prevention programs in the future.

**KEYWORDS:** child abuse prevention, team project, life guidance efficacy, teaching character.

## I. INTRODUCTION

All children in the world have the right to be guaranteed basic human rights and have the right to receive support for the basic elements necessary for safe and healthy growth and development (Lim, 2019). Accordingly, families, schools, and societies have been making efforts to protect the basic human rights of children. However, as this interest increases, the number of reports on child abuse also increases every year (KBS News, 20220615). Accordingly, each local government is strengthening the prevention and response system for child abuse, and emphasizing child abuse prevention education as a representative measure. In this way, it is necessary to publicize the importance of child abuse prevention and strengthen related education for the proper growth and development of children. Through these efforts, we will be able

to create a society where children can live safely and happily.

Risk factors for child abuse include low socioeconomic status, parental mental health problems, and family type (Euser et al., 2013; Stith et al., 2009; cited Lee & Kim, 2019). Recently, as women's socioeconomic role has increased and free childcare has been expanded, childrearing is no longer limited to the role of the family. In addition, as infants and toddlers spend longer in child care institutions than at home, the responsibility for child safety and quality child care services in child care institutions is also being strengthened. For this reason, not only primary caregiver education for child abuse prevention but also teacher education at educational institutions are acting as important intervention factors for child abuse. Teachers who guide children must have not only professional knowledge about children, but also

good character. This is because the values and attitudes of teachers naturally affect children when guiding them. Therefore, higher character is required in the teaching profession than in any other profession (Yeom, 2011). Previous studies have also reported the relationship between teacher personality and efficacy, and prevention of child abuse (Lee & Cho, 2019; Kang & Chae, 2021; Lee, 2021). Therefore, in this study, the personality and life guidance efficacy of pre-service early childhood teachers were selected as factors to verify the effectiveness of the child abuse prevention program.

On the other hand, in order to increase social interest in child abuse prevention and change awareness, its effectiveness should be increased through methods such as public interest posters. Considering the social awareness of child abuse, it is because more active intervention and efforts are needed to prevent and respond to child abuse. In the case of the United States, public awareness of child abuse was only 10% in the early 1970s, but through public campaigns and advertisements, more than 90% of the public awareness of child abuse in the early 1980s became aware of child abuse and became aware of the problem (Daro & Gelles, 1992; Jung, & Choi, cited in 2011). Public interest campaigns serve to raise social awareness of problems and strengthen the will to prevent and deal with them. It will be an opportunity for pre-service teachers to internalize their sense of responsibility as obligatory reporters for child abuse and to develop practical skills by conceiving and producing posters to prevent child abuse. Therefore, this study aims to find out the changes in teaching personality and life guidance efficacy of pre-service early childhood teachers through child abuse prevention poster production activities. In other words, in evaluating the effectiveness of the child abuse prevention program, this study aims to explore teaching personality and life guidance efficacy as related variables. Through this, it is intended to provide basic data for a substantial child abuse prevention program. The research questions for this are as follows.

1. What is the teaching personality of pre-

service early childhood teachers through child abuse prevention poster activities?

2. What is the life guidance efficacy of pre-service early childhood teachers through child abuse prevention poster production activities?

## II. BACKGROUND

### 1. Child Abuse Prevention Program

As child abuse cases frequently occur and social interest increases, new child abuse prevention programs and measures are emerging. Child abuse prevention programs can be divided into parents, primary caregivers, children, and teachers. In the case of parents or primary caregivers, it was found that parenting skills improvement, interaction improvement, psychosocial function improvement, stress reduction training, behaviour improvement, and re-abuse prevention were included (Lee & Kim, 2019). In the case of children, contents such as education to deliver knowledge and concepts related to child abuse, education for behavioural change, and self-protective behaviour were included. For teachers, there were gamification-applied child abuse prevention programs (Kim, 2020), positive discipline reading activity programs (Baek & Jung, 2021), emotional abuse prevention programs (Baek, 2018), and TSL programs (Sung, Choi, & Park, 2021).

These programs commonly report the reality and problems of child abuse, while emphasizing that prevention is more important than treatment in child abuse. In particular, it is reported that it is necessary to raise awareness and educate sensitivity to child abuse through child abuse prevention programs. Among them, Jung & Lee, (2020) reported positive changes in students' personality capabilities through poster production collaboration activities. Collaborative activities are effective for learners' interest and motivation, and experiences acquired through various activities give learners important meaning (Jung, 2011). If child abuse prevention education is combined with these active and autonomous learning activities, more effective results will be

obtained.

## 2. Factors related to child abuse prevention

Looking at previous studies that analysed the trends of domestic research related to child abuse prevention, the subjects of the study were adults, including parents, the most, and most of the studies dealt with policies and systems for preventing child abuse, and child abuse prevention programs (Park, Kim, & Lim, 2021). The reason why there are many studies on child abuse prevention programs is that prevention is more effective than punishment or treatment of child abuse. In particular, since child abuse is mainly caused by adults such as primary caregivers or teachers, it can be understood that such adult education is the most actively studied.

Previous studies have suggested that teachers' personality and expertise, perceptions and values, job stress, and teacher efficacy are major factors influencing child abuse (Kwon & Kwon, 2020). Baek and Jung (2021) investigated the effectiveness of child abuse prevention programs through child abuse prevention awareness, and Sung and others (2021) verified the effectiveness of child abuse prevention programs through mental health-related factors, using factors such as job stress, depression, and anger. Lee and Cho (2019) reported the relationship between childcare teachers' personality and child abuse prevention, Kang and Chae (2021) also reported the relationship between childcare teachers' personality and child abuse, and emphasized character education and stress management. Lee (2021) reported the impact of childcare teachers' personality on child abuse prevention.

As such, it can be seen that teacher's personality is an important variable in preventing child abuse. These personality elements include love and understanding of children, human relationships, sincerity, morality, humanity, service spirit, and patience (Jung, 2019). Kim and others (2012) suggested not only professionalism as a teacher but also problem-solving ability, judgment, independence, creativity, psychological stability, communication ability,

leadership, empathy tolerance, volunteerism, cooperativeness, faithfulness and responsibility, sense of calling, and passion as sub-elements of teaching personality. In common, it can be seen that sincerity, tolerance, spirit of service and sacrifice, and enthusiasm for the teaching profession are emphasized.

According to a study by Yoo et al. (2016), most cases of child abuse in daycare centres occur during life guidance situations such as lunchtime and naptime. However, early childhood teachers complain of difficulties in guidance in childcare situations because it is difficult to distinguish between life guidance and child abuse due to ambiguous definitions (Ko & Lee, 2018). Choi (2021) also said that teachers with high teacher efficacy are competent in deciding whether or not to intervene to guide problem behaviours of young children. This suggests that it is necessary to develop a teacher education program for early childhood life guidance to prevent child abuse. In this way, it can be seen that the teacher's personality is important to prevent child abuse, but it is also important to prevent child abuse through daily life guidance of young children.

## III. METHOD

### 1. Participants

The subjects of the study were 25 pre-service early childhood teachers (1 male and 24 females) enrolled in the Department of Early Childhood Education in S city, Gyeonggi-do, and the study was conducted with the consent of the research participants. The child abuse prevention poster production activity was applied to a total of 5 sessions during [School Violence Prevention and Students' Understanding] class from March to June 2022.

### 2. Process

The purpose of this study is to investigate the effect of a poster production program for preventing child abuse on pre-service early childhood teachers' teaching personality and life guidance efficacy. To this end, research procedures for each stage were established. The

research process proceeded in the order of topic selection, prior research review, subject selection, tool selection, program development, pre-inspection, program application, post-inspection, result interpretation, and conclusion drawing. First, previous research on child abuse prevention was investigated, and based on this, a test tool was selected to determine the effectiveness and impact of the program. In addition, a poster

production program for child abuse prevention was developed, and the effectiveness of the program was verified by conducting a pre-inspection before application and a post-inspection after application. To this end, the study was designed as shown in Table 2. Since there is no comparison group due to the nature of the research subject and program, the effect was verified through a pre- and post-test comparison.

**Table 1: Research Design**

G1	O1	X1	O2
G <sup>1</sup> : research group			
O <sup>1</sup> : Preliminary examination (life guidance efficacy, teaching personality)			
X <sup>1</sup> : Poster Production Program for Child Abuse Prevention			
O <sup>2</sup> : Post-test (efficacy of life guidance, character of the teaching profession)			

### 3. Program Design and Contents

In this study, a child abuse prevention poster production program was conducted by applying the group inquiry class model (Kang & Son, 2016). The class model was selected in consideration of the nature of the activity, the method of teaching and learning, and the interest and motivational factors of the learners. The group inquiry class model is a model in which students in a group participate in problem-solving activities in common to learn how to organize knowledge and information and social functions together (Kwon & Kim, 2006; Kang & Son, 2016 cited). Group activities are effective in promoting individual participation and inducing knowledge acquisition and behavioural change according to information through the process of interpersonal communication and persuasion.

In order to establish a strategy for poster production activities to prevent child abuse, in the first session, the types and cases of child abuse are examined, and the role and process of public interest campaigns to prevent child abuse are examined. Find out the importance of these campaigns, and look at the approaches and types. In the second session, an idea-generating activity for the production of a child abuse prevention poster is carried out. Add a persuasive communication process to coordinate each other's

opinions to the common goal of preventing child abuse. Collect, categorize, and evaluate various ideas, then select the one most suitable for solving the problem. In the 3rd session, a child abuse prevention poster is produced, which is conducted in the form of a group inquiry activity. Decide who to focus the poster on, and create a poster with an effective strategy to bring about desirable behavioural changes in the target. In the 4th session, each group presents and shares the final results of child abuse prevention posters. In the 5th session, each poster examines how the child abuse prevention message is structured, analyses the pros and cons, and discusses future directions. Through this series of activities, as prospective Confucian teachers, they strengthen their will to practice child abuse prevention and strengthen their social responsibility.

As for the class experience, the effectiveness of the program was verified by conducting a teaching personality test (Kim et al., 2012) and a life guidance efficacy test (Choi, 2019) before and after the application of the program. The mean and standard deviation of each sub-factor of the Teaching Personality Test and the post-class statistics were presented. A t-test was conducted to find out whether there was a difference in teaching personality and life guidance efficacy before and after child abuse prevention poster

activities, and SPSS 22.0 was used as a program for data analysis. Based on the research results, improvement plans for this program were derived.

#### 4. Instruments

##### 1) Life Guidance Efficacy

The teacher efficacy scale used in this study is Choi's (2019) early childhood teacher's life guidance efficacy scale. Existing teacher efficacy scales are often focused on teaching and learning, so this study used the life guidance efficacy scale to focus on life guidance related to child abuse prevention. In this study, 4 items of problem behaviour guidance factors related to child abuse prevention were used among the life guidance efficacy scales. Each question is measured in a 5-point Likert format, with 1 point not very much, 2 points not so, 3 points average, 4 points yes, and 5 points very much so. The higher the score of an item, the greater the presence of that element. The reliability of the life guidance efficacy scale was .86, and the reliability in this study was .812.

##### 2) Teaching personality

The teaching personality test used in this study was developed by Kim et al. (2012) and consists of 14 sub-factors and 230 questions. Sub-factors include problem-solving ability, judgment, independence, creativity, psychological stability, communication ability, leadership, empathy tolerance, knowledge and information, volunteer sacrifice cooperativeness, planning, sincerity and responsibility, sense of calling and intuition, and passion. In this study, 75 items of 5 factors that are mainly used to measure the personality of pre-service early childhood teachers were used, which are communication ability, problem solving ability, sincerity and responsibility,

volunteer sacrifice cooperativeness, and passion. Each scale is measured in a 5-point Likert format, with 1 point not very much, 2 points not so, 3 points average, 4 points yes, and 5 points very so. The higher the score of the item, the more the corresponding personality factor is present. Example questions for each factor are presented in Table 2 below. The reliability of the teaching personality test scale was .83.

##### 3) Analysis method

In this study, SPSS 22.0 was used for data analysis. Frequency analysis and descriptive statistical analysis were used for the characteristics of the study subjects, and Cronbach's  $\alpha$  was examined for reliability analysis of the scale. For the analysis of the effect before and after the program implementation, paired-sample t-test and analysis of variance were used.

## 5. RESULTS

### 1. Difference in life guidance efficacy before and after the program

We analysed whether there was a difference in the life guidance efficacy of pre-service early childhood teachers before and after the child abuse prevention poster production program was implemented. The analysed results are presented in <Table 2> below. First, looking at the average of life guidance efficacy, the average before and after the child abuse prevention poster production program was 16.0, and the average after implementation was 17.3, indicating that the life guidance efficacy after the child abuse prevention poster production program was higher than before. This difference was found to be statistically significant ( $p < .001$ ).

**Table 2. Pre- and Post-test**

Factor		N	M	SD	t	p
Life guidance efficacy	Pre	25	16.0	2.37	-10.4***	<.001
	Post	25	17.3	2.21		

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

## 2. Differences in teaching personality before and after the program This

We investigated whether there is a difference in teaching personality of pre-service early childhood teachers before and after implementing the child abuse prevention poster production program. The analysis results are presented in <Table 3> below. Looking at the differences in the teaching personality test, the average before the child abuse prevention poster production program was 242 and the standard deviation was 21.5, and the average and standard deviation was 256 and the standard deviation was 17.2 after the program, indicating that the average after the program was higher than before ( $p < .001$ ).

Looking at the average difference by sub-factor of the Teaching Personality Test, the average problem-solving ability was 49.0 (SD=6.87) before the program and 51.8 (SD=5.85) after the program. The average communication skills were 50.4 (SD=5.78) before the program and 52.8 (SD=5.03) after the program. The average volunteer sacrifice was 49.2 (SD=5.51) before the program and 52.0 (SD=4.61) after the program. The average level of responsibility was 49.3 (SD=5.31) before the program and 52.4 (SD=4.11) after the program. Average passion was 43.8 (SD=4.05) before the program and 47.4 (SD=3.73) after the program.

**Table 3. Pre- and Post-test**

Factor		N	M	SD	t	p
Teaching personality	Pre	25	2.42	21.5	-12.3***	<.001
	Post	25	2.56	17.2		
Problem solving skills	Pre	25	49.0	6.87	-7.81***	<.001
	Post	25	51.8	5.85		
Communication skills	Pre	25	50.4	5.78	-7.50***	<.001
	Post	25	52.8	5.03		
Volunteering	Pre	25	49.2	5.51	-6.13***	<.001
	Post	25	52.0	4.61		
Responsibilities	Pre	25	49.3	5.31	-6.79***	<.001
	Post	25	52.4	4.11		
Enthusiasm	Pre	25	43.8	4.05	-9.62***	<.001
	Post	25	47.4	3.73		

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

## V. CONCLUSION

This study is to find out the changes in teaching personality and life guidance efficacy of pre-service early childhood teachers through team project-cantered child abuse prevention poster production activities, and to explore the direction of teacher education for child abuse prevention through this. The results of this study were summarized and discussed as follows.

First, the child abuse prevention poster production project in this study was found to be effective in improving the life guidance efficacy and teaching character of pre-service early childhood teachers. Comparing the results of the life guidance efficacy test conducted before and after the child abuse prevention poster production project, it was found that the average of life guidance efficacy after the implementation was significantly higher than before the

implementation. In addition, in the results of the teaching personality test conducted before and after the child abuse prevention poster production project, it was found that the average teaching personality after the program was significantly higher than before the implementation. These results are in line with previous studies that emphasized the relationship between teacher personality and child abuse prevention (Lee & Cho, 2019; Kang & Chae, 2021; Lee, 2021). In addition, this study confirmed the effects of teaching personality and teacher efficacy among several important factors in child abuse prevention presented in previous studies (Kwon & Kwon, 2020), which reaffirmed the importance of teacher personality and life guidance efficacy in child abuse prevention.

As a result of the pre-post analysis, the pre-service early childhood teachers showed the greatest change in the order of passion and problem-solving ability among the sub-factors of teaching personality. This suggests that this child abuse prevention project is effective in changing the active attitude of pre-service early childhood teachers. In particular, the efficacy of life guidance can be a powerful factor that encourages teachers to put more effort into and successfully perform life guidance for young children. Passion and problem-solving ability are also factors related to active attitude change toward the teaching profession, so this project is expected to be effective in preventing child abuse as a result.

Second, in this study, child abuse prevention poster production activities were conducted in the form of a team project. The results of this study are similar to the results of previous studies that suggested the positive effects of character education programs linked to poster production collaboration activities (Jung & Lee, 2020).

Poster production activity is an activity that organizes thinking in a visual form, and it is a useful strategy that can easily arouse learners' interest and interest, and enhance understanding of learning through extensive information investigation (Kwon & Park, 2019). In particular, cooperative learning contributes to motivating students and enhancing the meaning of learning (Jung, 2011). In this study, through team project-

based poster production activities, pre-service early childhood teachers acquired knowledge and information on child abuse prevention, and analysed and utilized it based on this to lead to educational outcomes.

The goal of education is not simply to transfer knowledge, but to enable learners to internalize it, to change their attitude, and to apply it in real life. In this respect, it can be seen that the child abuse prevention poster production project developed in this study contributes to cultivating a sense of cooperation through team-base activities and at the same time cultivating character in the teaching profession to prevent child abuse.

Finally, suggestions for follow-up studies are as follows. First, this study was based on the team project activities of one university. Therefore, in a follow-up study, it is necessary to verify the effect of the poster production program targeting more diverse preservice teachers. In addition, in this study, quantitative data were evaluated based on the construct of teacher personality and life guidance efficacy. In follow-up studies, it is necessary to generalize and verify the research results based on various constructs. Prevention of child abuse is more important than treatment. Based on the results of this study, if project-type experiential activities based on cooperative learning are applied to pre-service teacher education, it will be more effective and increase the meaning of education.

## REFERENCES

- Baek, E. Y. (2018). Development of an emotional abuse prevention education program for prospective early childhood teachers. *Journal of Future Early Childhood Education*, 25(2), 117-140.
- Baek, S. M., & Jung, K. H. (2021). The effect of positive discipline programs through reading activities on child abuse prevention awareness of childcare teachers. *Special Education Rehabilitation Science Research*, 60(3), 213-239.
- Choi, H. S. (2021). The influence of problem behavior instruction efficacy of preschool teachers on the social competence of multicultural children:

- Focusing on the mediating effect of problem behavior instructional strategies. *Journal of Learner-Centered Curriculum and Instruction*, 21(7), 13-26.
- Choi, Y. H. (2019). Development of a scale to measure the self-efficacy of life guidance for childcare teachers. *Journal of the Korean Association of Childcare and Education*, 19(2), 165-176.
- Daro, D., & Gelles, R. J., 「Public attitudes and behaviors with respect to child abuse prevention」, *Journal of Interpersonal Violence*, 7(4), 1992, 517-531.
- Euser, S., Alink, L. R., Tharner, A., van IJzendoorn, M. H., & Bakermans-Kranenburg, M. J., 「The prevalence of child sexual abuse in out-of-home care: A comparison between abuse in residential and in foster care」, *Child maltreatment*, 18(4), 2013, 221-231.
- Jung, E. H. (2019). Structural relationship analysis of the personality of kindergarten teachers and teacher efficacy, teacher professionalism. Unpublished doctoral dissertation, Gongju University.
- Jung, J. S., & Lee, S. H. (2020). The effect of an emotional education program combined with cooperative activities in poster production on the character capacity, attitudes towards disabled students, and prosocial behavior of integrated elementary school students. *Journal of Autism Research*, 20(1), 51-80.
- Jung, U. T., & Choi, J. S. (2011). A study on public service advertisement strategies for preventing child abuse targeting mandatory reporters. *Journal of Digital Design*, 11(2), 63-72.
- Jung, Y. K. (2011). A theoretical study on 'creative experiential activities': Focusing on the educational value of experiential activities. *Korean Educational Studies*, 17(2), 73-95.
- Kang, H. S., & Son, Y. A. (2016). Application and effect analysis of sustainable development education models for social problem-solving: Focusing on group inquiry and care models. *Environmental Education*, 29(1), 79-95.
- Kang, Y., & Chae, S. (2021). The mediating effect of job stress on the relationship between the personality of childcare teachers and child abuse. *Korean Journal of Contents Studies*, 21(2), 315-329.
- Kim, J. H., Nam, H. W., Yeom, S. C., & Lim, J. Y. (2012). Development study of the teacher aptitude and personality test tool. Ministry of Education.
- Kim, Y. E. (2020). Development and effect analysis of an NCS-based communication skills improvement program for prospective early childhood teachers. *Journal of the Korean Association of Childcare and Education*, 20(2), 17-32.
- Ko, Y. S., & Lee, D. G. (2018). Difficulties and hopes of childcare teachers on child abuse. *Journal of Open Early Childhood Education*, 23(2), 121-145.
- Kwon, J., & Park, J. (2019). Development and application of poster production class strategies based on drawing-centered thinking in elementary school science classes. *Proceedings of the Korean Elementary Science Education Society Conference* 76, 59-59.
- Kwon, N. W., & Kim, D. Y. (2006). Understanding instructional and learning theories. Moonumsa.
- Kwon, S. M., & Kwon, H. S. (2020). Structural relationship analysis of variables affecting child abuse awareness of preschool teachers: Focusing on teacher personality, teacher professionalism, job stress, and teacher efficacy. *Journal of Open Early Childhood Education*, 25(4), 219-241.
- Lee, Y. J. (2021). The impact of the personality and professionalism of childcare teachers on child abuse prevention behaviors. *Proceedings of the Korean Association of Early Childhood Education Conference*, 171-173.
- Lee, Y. J., & Cho, S. Y. (2019). The relationship between individual variables, personality, and child abuse prevention behaviors of childcare teachers. *Journal of Convergence Multimedia Studies*, 9(12), 235-243.
- Lee, Y. K., & Kim, G. A. (2019). Effectiveness of child abuse prevention programs: An integrated review of systematic literature reviews and meta-analyses. *Journal of Health Education and Health Promotion*, 36(1), 81-92.
- Lim, S. H. (2019). The influence of residential poverty

- on children's rights. *Korean Journal of Social Welfare Studies*, 71(4), 7-30.
- Park, S. M., Kim, M. J., & Lim, J. H. (2021). Research trends in child abuse prevention: Focused on domestic academic journal articles. *Journal of Human Development Studies*, 28(3), 191-218
- Stith, S. M., Liu, T., Davies, L. C., Boykin, E. L., Alder, M. C., Harris, J. M., ... & Dees, J. E. M. E. G. (2009). 「Risk factors in child maltreatment: A meta-analytic review of the literature」, *Aggression and violent behavior*, 14(1), 2009, 13-29.
- Sung, S. M., Choi, S. A., & Park, Y. S. (2021). The effectiveness of the TSL (Thank you, sorry, and Love) program for preventing child abuse and promoting mental health of kindergarten teachers. *Children and Rights*, 25, 617-635.
- Yeom, J. S. (2011). The role and professionalism of kindergarten teachers as executors of the educational curriculum. *Journal of Early Childhood Teacher Education*, 15(6), 295-310.
- Yoo, G. S., Yang, S. J., & Cho, S. A. (2016). Causes and demands for measures for child abuse in childcare centers: Perceptions of mothers and childcare teachers. *Child Policy Research*, 10(1), 241-268.