

THE MEDIATING EFFECT OF PSYCHOLOGICAL EMPOWERMENT BETWEEN RELATIONSHIP SATISFACTION WITH INSTITUTIONS MEMBERS AND COMPETENCE FOR BUILDING EARLY CHILDHOOD EDUCATIONAL COMMUNITY OF EARLY CHILDHOOD TEACHER

Kai-Sook Chung¹, Hee-Kyung Park², & Ji-Yeon Kim¹

¹Department of Early Childhood Education, Pusan National University (South Korea)

²Ddadeutan Educational Community Research Center, Pusan National University (South Korea)

Abstract

The needs for building educational community are gradually growing in Korea and the field of early childhood education are no exception. We focused on the teacher's competence for building early childhood educational community in this study. Then, which factors affect teacher's competence for building early childhood educational community?

The purpose of this study was to examine the mediating effect of psychological empowerment on relationship between relationship satisfaction with institutions members and competence for building early childhood educational community. The subjects of this study were 590 early childhood teachers who lives in Korea and they answered the questionnaire on those three factors. Using this data, correlation analysis and simple regression analysis were carried out. The results were as follows. First, There were a significant positive correlations among relationship satisfaction with other teachers, psychological empowerment and competence for building early childhood educational community. Second, we found that teacher's psychological empowerment partially mediate the effect of relationship satisfaction with members on competence for building early childhood educational community. In other words, there were greater effect on competence for building early childhood educational community when relationship satisfaction with members interacts with psychological empowerment of teacher than there was no interaction. This result shows that the interaction effect of relationship satisfaction with institutions members and psychological empowerment of early childhood teachers is important to increase competence for building early childhood educational community of teachers. Therefore, we need some efforts to make not only positive organizational culture and climate, but also some plans to increase the teacher's psychological power.

Keywords: *Early childhood educational community, teacher's competence, psychological empowerment, relationship satisfaction with members of kindergarten teachers.*

1. Introduction

This study examined psychological empowerment as mediators in links between relationship satisfaction with institutions members and competence for building early childhood educational community.

2. Methods

The sample of the research consisted of 590 early childhood teachers parents in South Korea. Backgrounds of the sample of teachers participated in this study were showed table 1.

Table 1. Backgrounds of the sample of teachers participated in this study.

		n	%
Age	20s	311	52.7
	30s	163	27.6
	Above 40s	116	19.7
Work experience (year)	1 - 2	139	23.6
	3 - 4	145	24.6
	5 - 9	197	33.4
	Over 10	107	18.1
	No answer	2	0.3
Class in charge (age of children)	1 - 2	222	37.6
	3	120	20.3
	4	109	18.5
	5	110	18.6
	No answer	29	4.9
Education	College	246	41.7
	University	312	52.9
	Graduate school	30	5.1
	No answer	2	0.4
Total		590	100

Variables measured in this survey were self-reported relationship satisfaction with institutions member, psychological empowerment and competence for building early childhood educational community. Relationship satisfaction with institutions member (Shin, 2004) means how much the teachers are satisfied with what they experience in the relationship with institutions director, parents, children and other teachers (17 questions). Psychological empowerment was psychological perception of institutions members on environmental characteristics of group and their work and measured with the 12 questions which Yang (2014) used. Competence for building early childhood educational community (Chung, Yoon, & Park, 2017) consists of psychological competence(27questions) and social competence for sharing values(15questions).

Using the collected data, descriptive analysis, correlations analysis, and the multiple regression analysis for research model test were used. Additionally, Sobel test was used to verify the significant mediating effect.

3. Results

3.1. Correlation with relationship satisfaction with institutions members, psychological empowerment and competence for building early childhood educational community

It showed that relationship satisfaction with institutions members and psychological empowerment were positively correlation with competence for building early childhood educational community as below.

Table 2. Correlation with relationship satisfaction with institutions members, psychological empowerment and competence for building early childhood educational community.

	Competence for building educational community
Relationship satisfaction	.47***
Psychological empowerment	.57***

3.2. Meditating effect of psychological empowerment

As shown in table 3, relationship satisfaction with institutions members significantly influenced on psychological empowerment and competence for building early childhood educational community. And the results showed that psychological empowerment partially mediates the relationship between other two factors. Further, Z-value was 9.22(p<.001) in Sobel test. It means the psychological empowerment was a significant mediator.

Table 3. Meditating effect of psychological empowerment.

		B	S.E	β	t	R2	F
Step 1	Relationship satisfaction	.49	.04	.05	13.90***	.25	193.18***
	Psychological empowerment						
Step 2	Relationship satisfaction	.43	.03	.47	12.87***	.22	165.56***
	Competence for building educational community						
Step 3	Psychological empowerment	.22	.03	.24	6.48***	.37	173.33***
	Competence for building educational community	.42	.03	.45	11.91***		

4. Conclusions

Findings suggest that we need some efforts to make not only positive organizational culture and climate, but also some plans to increase the teacher's psychological power. Then, there are some suggestions for future research. In this research, we only dealt with the relationship satisfaction with institutions director, parents, children and other teachers. However, there are many other members in school like deputy director, cook, concierge etc and they affect dynamic of institutions. So it would be nice if these other members considered in future research.

References

- Chung, K. S., Yoon, G. J., & Park, H. K. (2017). Development of the Teacher's Competence Scale for Building Early Childhood Educational Community. *Journal of Learner-Centered Curriculum and Instruction, 17*(9), 1-28.
- Shin, D. H. (2004). *Child Care Teacher's Job Stress and Job Satisfaction*. Unpublished masters thesis, Hoseo University, South Korea.
- Yang, H. J. (2014). *The Relationship between Directors' Servant Leadership and Teachers' Organizational Citizenship Behavior: The Mediation Effect of Teachers' Psychological Empowerment in Childcare Centers*. Unpublished masters thesis, Deagu Catholic University, South Korea.