

A Study on Early Childhood Teachers' Needs, Job Stress and Teacher-Child Interaction for CCTV Installation

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Abstract. As for the results of this study, early childhood teachers had positive ideas for young children's thinking, information provision and evidential data of CCTV installation, but they were under serious job stress for CCTV installation. Especially, the CCTV installation was a factor obstructing teacher-child interactions, free skinship or communication. Consequently, the action and early childhood teachers' job stress as distrust factors of CCTV can lead to negative effects on CCTV installation, lowering the quality of teacher-child interaction

Keywords: CCTV Installation, CCTV Influence, Job Stress, Teacher-Child Interactions

1 Introduction

Recently, parents have paid more attention to their young children's life at child care centers because of child abuse and assault in child care centers. With growing interest in the guarantee of their young children's safety[1], their needs for CCTV installation are expanding. There is a public uproar against child care environment when some videos about child abuse, which has become a recent issue, are released even in other areas such as Busan and Sejong City where child care centers sit.

This study is intended to come up with basic data on a policy direction of CCTV installation in early childhood education institutes being implemented as a way to root out early childhood teachers' child abuse by looking into early childhood teachers' perceptions and needs, job stress and teacher-child interaction for CCTV installation.

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2 Research Method

2.1 Survey Subject and Survey Method

In this study, a self-administrated questionnaire survey was carried out to 221 teachers who work for early childhood education institutions (kindergarten, child care center) in Daejeon and Chungnam areas for 6 days from September 7 to 12, 2015. This researcher distributed 250 questionnaires to them in person after the explanation of research purpose and survey method. 221 questionnaires except 29 faithless and missing copies of collected questionnaires were used for final analysis.

General characteristics of those surveyed showed that teachers in their 20s, 30s, 40s and 50s were 106 persons (48.0%), 81 persons(36.7%), 28 persons(12.7%) and 6 persons(2.7%), respectively.

2.2 Composition of Questionnaire

The items of scale were composed of the basis of surveys and theories used in previous studies. The questionnaire was composed of total 23 questions of 4 categories such as respondents' general matters for statistical analysis, number of installed CCTVs, early childhood teachers' needs for CCTV installation, their job stress and teacher-child interaction, and satisfaction with CCTV installation.

Table 1. Composition of Questionnaire

Classification		Number of Question	Scale	Source
General Matters	Type of Child Care Center, Work Experience, Age, Major	4	Nominal Scale	Jeong Hyun-ok[3]
Number of Installed CCTVs	Number of Installed CCTVs in Early Childhood Education Institutions	1		
	Optimal Number of CCTVs	1		
CCTV Influence	Early Childhood Teachers' Needs for CCTV Installation	16	5-Point Likert Scale	Kim Eun-ha[4]
	Job Stress for CCTV Installation			
	Teacher-Child Interaction for CCTV Installation			

Satisfaction with CCTV Installation	1	5-Point Likert Scale	
Total	23		

3 Discussion and Conclusion

The results of this study stated above were as follows.

First, the teacher-child interaction for CCTV showed that ‘Sometimes the CCTV is a way of blocking free skinship or communication for teacher-child interaction’ was the highest by 3.11 points, and ‘Sometimes the CCTV is a way of hiding one's heart for teacher-child interaction’ was the lowest by 2.87 points.

Second, the difference between early childhood teachers' needs, job stress and teacher-child interaction for CCTV according to general characteristics showed that there was a significant difference in their job stress for CCTV according to the type of child care centers.

Third, early childhood teachers' needs for CCTV showed that ‘I think I need a CCTV for information provision and evidential data when young children are in an accident’ was the highest by 3.86 points, and ‘The CCTV is a first burden from the teachers' side, but it can give rather protection and belief to parents’ was the lowest by 3.28 points.

Fourth, early childhood teachers' job stress for CCTV showed that ‘I think I may be misunderstood by parents as the voice was not heard from CCTV, so I am stressed sometimes’ was the highest by 3.85 points, and ‘Sometimes CCTV is a factor causing early childhood teachers' stuffiness and stress by restraining their autonomy’ was the lowest by 3.55 points.

Fifth, the interaction between CCTV influence and satisfaction with CCTV installation showed that early childhood teachers' needs for CCTV had a negative relationship with their job stress for CCTV, and teacher-child interaction for CCTV had a significant positive relationship with CCTV installation satisfaction. Their job stress for CCTV had a significant negative relationship between teacher-child interaction for CCTV and satisfaction with CCTV installation. Besides, teacher-child interaction for CCTV had a significant positive relationship with CCTV installation satisfaction.

Sixth, the effect of early childhood teachers' needs, job stress and teacher-child interaction for CCTV installation on satisfaction with CCTV installation showed that early childhood teachers' needs and teacher-child interaction for CCTV installation had a significant positive effect on satisfaction with CCTV installation, while their job stress for CCTV installation had a significant negative effect on satisfaction with CCTV installation.

As for the results of this study stated above, early childhood teachers had positive ideas for young children's thinking, information provision and evidential data of CCTV installation, but they were under serious job stress for CCTV installation. Especially, the CCTV installation was a factor obstructing teacher-child interactions, free skinship or communication. Consequently, the action and early childhood

teachers' job stress as distrust factors of CCTV can lead to negative effects on CCTV installation, lowering the quality of teacher-child interaction.

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