The Effects of Infant Massage on Attachment Security of Infant-teacher and Teacher's Happiness

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Abstract. The purpose of this research is to verify the effects of infant massage on attachment security of the infant and the happiness of the infant-teacher. The subjects were twenty-six infants from M and C early childhood education institutes in G city. Thirteen infants were randomly assigned to the experimental group, and the other thirteen were assigned to the control group. The infant massage was assigned to each session according to the standards of infant massage course by Proleader Co.Ltd. The massage focused on sense of touching, and was composed of massaging hands and arms, foot and legs, belly, back, face, and chest. In results, the attachment security and the happiness of the infants and infant-teachers from experimental group increased. It had a very positive effects for the infants as they built an emotional communication and closeness with the infant-teachers, who consistently and continuously care them. Therefore, the massage can be utilized in wider scope in the fields of infant education.

Keywords: Infant-teacher, Infant massage, Attachment, Attachment security, Happiness

1 Introduction

Humans are born in a state that can not survive on their own. Therefore, the protection of the main care-givers are desperately needed during infancy. Especially for infancy is the time to heavily rely on physical, mental, and emotional support from others. This time the intimate relationship established with the main primary care-giver, mother or infant teacher is very important to the survival and growth after infancy. During this period, it was the most meaningful and significant experience and extremely profound influence on after infancy life while Bowlby(1982)[1] describes the attachment of powerful and intimate emotional bond formed between infants and care-givers after from birth to 3 years. Stable attachment relationships and trusting between main care-givers and infant teacher show positive tendencies in curiosity, confidence and relation with others rather than fear of the world for infancy. Sense of touch is the most well-developed from birth for human. A tactile organ is the oldest, most basic and aggressive means of communication as a nerve system which is developed in the womb. The nerve transfer tactile is appeared on fetal skin at 10
weeks of intrauterine pregnancy, the somatosensory cortex of the brain that take charge of tactile develops from four months. When gently massage the belly of a pregnant woman, you can feel the movement of the fetus. Massage by body contact is the most effective way by touch and functions as positive effect in infant growth and development [2].

Infancy is the most active than at any other time in exploration activities for surroundings, when shown an attitude of ambivalence, it coexists with dependency and autonomy for adults. Since the initial period especially given the social skills with peers sensitively affect the quality of attachment to the teacher. Research related to physical contact intended for infants are secure attachment, peer relationships, shyness, emotional, social skills, conflict aspects resolution, interpersonal problem solving and social competence.

The most important factor in determining the quality of early childhood education is teacher who gives a decisive impact on the entire life of the infant growth and development[3]. When perform the role as a teacher represents the happiness for their positive emotional state and life satisfaction can be a very important factor for infants[4]. happiness is a feeling that can feel continuously throughout life, such as positive thinking and life satisfaction, it means the positive emotions that are used as synonymous with peace, contentment and fullness of heart. Happiness means better adapted and be in harmony well on the positive side during the communal life. Meanwhile, the happiness related studies have been conducted in a variety of subjective terms such as quality of life, subjective well-being and satisfaction with life. The study was conducted continuously for sure how to feel happiness about their life and [5]. Lee Jung Hwa(2005)[6] tried the development of the happiness measurement tool adequate for our country's situation.

Infant happiness is the factor that makes children happy, therefore the role of main care-givers have a most significant impact and since birth, main care-givers should take action where necessary for the proper nurture for children. Elements necessary to form an emotional bond of infant and teacher was that the eye contact, warm contact, infant's response to the teacher as well as a friendly voice, stress, hormones, body temperature, immune system, formation and regulation. And there is the research on the effectiveness of infant massage on infant's adaptability and emotional stability[7].

In particular, infant massage as eye contact and physical contact is one of the most intimate way to communicate between infants-infant teachers, and it will have a better effect when teachers give touch and react while watching the face of the children. Children could relieve their tension and feel their body positive while eye contact, physical contact, hugging and shaking their body. With the social participation of women, the study will be more meaningful since children gets accelerating time in early admission to nursery. In addition, the purpose of this research is to verify the effects of infant massage on attachment security of infant-teacher and teacher's happiness.
2 Methods of the Research

2.1 Subjects

The subjects were 20 infants in M and K nursery school, randomly divided into an experimental and a control group, with each group consisting of 10 infants. The average age was 16.50(3.15) months in the experimental group and 17.12(3.32) in the control group, making the two groups statistically homogeneous.

2.2 Instruments

To examine the effects of infant massage, infant-teacher attachment security scale and a teacher happiness scale were employed. The former was a 25-questions inventory, with five subfields of attachment-exploration balance, response emotions, social interaction, perception of people and things, and dependence and patience, among the eight subfields of attachment Q-set, which was developed by Waters and Dean(1985), based on Bowlby's attachment theory.

Second, to measure the happiness of infant teachers, Lee(2014)'s modified and supplemented version of the employee happiness scale developed by Samsung Economic Research Institute(2013). The questionnaire consists of 4 questions on work happiness(satisfaction, emotion, value) and 22 questions on work life (duty, relationship, mental state), with five-points scale.

The infant massage was performed in 24 sessions, in accordance with the standards of infant massage course by Proleader Co.Ltd. Four of the fifteen infant teachers got 30-hours training on infant development massage participated in the practice. The experimental group got the tactile infant development massage, in the four-times repeated cycle of understanding infant body, foot and legs massage, belly massage, back massage, facial massage, and chest massage.

The collected data were processed with SPSS WIN 21.0. Pre-test and post-test by the infant teachers of each groups were scored and then comparatively analyzed in t-test.

2.3 Procedure

The infant massage program was practiced from 5 October 2015 to 23 December 2015, two sessions a week in total 24 sessions, 30 minutes per a session. After the program finished, on 30 December 2015, the post-test was done with the same instruments with those of the pre-test. The experimental group infants' ordinary emotions, actions, and interactions were monitored and recorded in the hourly sampling check list. The program was led by a infant development massage professional from Proleader Co.Ltd. and an infant teacher with the second-grade certification of infant development massage.
3 Results

3.1 Attachment Security Between the Infant and the Teacher

To verify the effect of the attachment security between the infant and the teacher, the pre-test and post-test scores of the experimental and control groups were taken into comparison. In the pre-test, the score of the experimental group (M=89.31, SD=15.42) and that of the control group (M=86.90, SD=17.03) had no statistically significant difference (t=0.039, p>.05). After the practice, however, there was a statistically significant difference (t=3.281, p<.05) between the score of the experimental group (M=118.05, SD=13.53) and that of the control group (M=90.35, SD=14.68). This result states that infant massage has a positive effect on infant-teacher attachment security.

3.2 Happiness of the Teachers

To verify the effect on the happiness of the teachers, the pre-test and post-test scores of the experimental and control groups were taken into comparison. in the pre-test, the score of the experimental group (M=79.26, SD=15.50) and that of the control group (M=78.73, SD=11.56) had no statistically significant difference (t=.261, p>.05). After the practice, however, there was a statistically significant difference (t=4.503, p<.05) between the score of the experimental group (M=105.49, SD=17.24) and that of the control group (M=83.35, SD=15.42). This result states that infant massage has a positive effect on the happiness of the teachers.

4 Discussion

The purpose of this research is to verify the effects of infant massage on attachment security of the infant and the infant teacher and the happiness of the infant teacher. The conclusion is as follows.

The infant massage gives an effective tactile stimuli that have positive effects on the development and emotions of the infants. The infant and the major caregiver (infant teacher) build a strong and close emotional bond: attachment. Attachment security is very significant and important experience of life. The more comfortable and stable experience the infant have, the bigger trust they build, and that trust affords the ground for the infant to feel the world safe rather than terrifying, eventually developing curiosity, confidence, and relationship with others. Happiness in infant period is a life emotion felt by positive thinking and satisfaction in ordinary life. It means a positive emotion that can be also mentioned as peace of mind, satisfaction, and fulfillment, which supports the researches of Shin and Ahn (2005) and Lee (2013) about happiness helping one to make balance and positive adaptation to the communal life. The teacher's response to the infant such as eye-contact, warm
touches, and affectionate interactions and the infant's physical, emotional, and psychological changes are formed and managed as the elements of infant-teacher emotional bonding. Infant massage stimulates the senses by tactile sensation. It is touching the whole of the infant's body in comfortable ways including understanding the infant's physical development, foot and legs massage, belly massage, back massage, facial massage, and chest massage. It is very effective to the infant's physical, emotional, and social development. On each session, according to the checked facial expressions of the infant and level of emotional bond and happiness, the infant and the teacher had a warm emotional bond, which was positive and helpful to the teacher as well. Therefore, regarding the significant results, infant massage is highly beneficial to the infant-teacher attachment security and happiness, and it can be utilized more actively by teachers of early childhood education institutes.

The proposal of this study is as follows. First, the subjects of this research were infants and infant teachers from one certain location, hence follow-up researches to the subjects of various locations are desirable. Second, other than the changes of physical, emotional, and social kind, more scientific and systemic researches on the infant's changes of hormones and brain development are required.

References