

The Effect of Role Conflict on Childcare Teachers' Psychological Well-Being During ECEC Integration: The Moderating Role of Resilience

Hae Won Min¹, Young Ran Chae^{2*}

¹Ph.D, Department of Early Childhood Education, Honam University, Gwangju, Republic of Korea

²Professor, Department of Early Childhood Education, Honam University, Gwangju, Republic of Korea

Corresponding author: Prof. YoungRan Chae, Email: kukje3111@hanmail.net, Address: 60, Honamdae-gil, Gwangsan-gu, Gwangju, Republic of Korea

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ABSTRACT:

Background: The ongoing integration of early childhood education and care (ECEC) in the Republic of Korea has changed expectations regarding childcare teachers' professional roles and responsibilities, potentially increasing role conflict and psychological demands. Drawing on the Job Demands–Resources (JD-R) model, this study examined whether resilience moderates the association between role conflict and psychological well-being among childcare teachers.

Materials and Methods: Participants were 190 childcare teachers employed in childcare centers located in G Metropolitan City and S City, Republic of Korea. Data were collected using validated questionnaires assessing role conflict, resilience, and psychological well-being. Descriptive statistics, Pearson's correlation analysis, and hierarchical regression analysis were conducted using SPSS 29.0. The moderating effect of resilience was further examined using PROCESS Macro (Model 1), simple slope analysis, and the Johnson–Neyman technique.

Results: Role conflict was significantly negatively associated with psychological well-being, whereas resilience showed a significant positive association with psychological well-being. Hierarchical regression analysis indicated a significant interaction between role conflict and resilience. Simple slope analysis further demonstrated that the negative association between role conflict and psychological well-being became progressively weaker as resilience increased, indicating a buffering effect of resilience.

Conclusion: These findings suggest that resilience functions as a key personal resource that buffers the adverse effects of role conflict on psychological well-being during the ECEC integration process. Alongside institutional efforts to clarify teachers' roles and responsibilities, organizational support and resilience-building strategies should be strengthened to promote childcare teachers' psychological adaptation and well-being.

Keywords: ECEC integration, childcare teachers, role conflict, psychological well-being, resilience, Job Demands–Resources model.

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Introduction

In recent years, many countries have implemented educational reforms to improve the quality of early childhood education and care (ECEC) and establish sustainable educational systems. These reforms have extended beyond curriculum revision to emphasize teachers' professionalism and accountability. Consequently, early childhood teachers are increasingly expected to perform multiple roles simultaneously, including planning, implementing, and evaluating educational programs, collaborating with parents, and managing administrative tasks, in addition to their traditional caregiving responsibilities. Although these expanded professional expectations may contribute to improving the quality of education and care, they may also increase workload and role conflict, thereby negatively affecting teachers' psychological adaptation and mental health.

Role conflict refers to a state of psychological tension that arises when multiple role expectations imposed on an individual are incompatible or difficult to fulfill simultaneously (Kahn et al., 1964). Early childhood teachers are particularly vulnerable to role conflict because they are expected to fulfill multiple roles as educators, caregivers, counselors, administrative staff, and collaborators with parents. Previous studies have shown that role conflict increases job stress and emotional exhaustion while reducing job satisfaction and organizational commitment, ultimately undermining teachers' psychological well-being.

The Job Demands–Resources (JD-R) model provides a useful theoretical framework for explaining these relationships (Bakker & Demerouti, 2007). According to the JD-R model, the work environment consists of job demands and job resources. Excessive job demands require sustained physical and psychological effort, resulting in the depletion of employees' energy and psychological resources and leading to stress and health-related problems. In contrast, personal and organizational resources mitigate the negative effects of job demands and promote job performance and psychological adaptation

(Xanthopoulou et al., 2007). From this perspective, role conflict can be regarded as a representative job demand, and its negative association with psychological well-being may vary depending on the level of personal psychological resources available to teachers.

Psychological well-being refers to a positive psychological state in which individuals accept themselves, effectively manage their environment, experience continuous personal growth, and pursue meaningful life goals (Ryff, 1989). Teachers' psychological well-being has been associated with job satisfaction, professional development, teacher–child interactions, educational quality, and turnover intention (Byun et al., 2022; Jeong & Yoon, 2016). More recently, psychological well-being has been recognized as a key factor in sustaining teachers' professional lives and maintaining educational quality. Therefore, identifying factors that help maintain and enhance teachers' psychological well-being in rapidly changing educational environments has both theoretical and practical significance.

Among various personal resources, resilience has received increasing attention as a key protective factor that buffers the negative effects of job demands. Resilience refers to an individual's psychological capacity to maintain positive adaptation and recover from adversity despite experiencing stressful or challenging situations. Previous studies have reported that teachers with higher resilience tend to demonstrate greater psychological well-being, job satisfaction, and professional adjustment (Kwon & An, 2021; Park & Choi, 2025; Yang et al., 2025). More recent studies have further suggested that resilience functions as a personal resource that attenuates the adverse effects of job demands, including job stress and role conflict, on psychological well-being (Chen & Lee, 2022; Vatou, 2025).

The Republic of Korea is currently undergoing a structural transition in its ECEC system through the implementation of the ECEC integration policy. Although this policy aims to improve the quality of education and care while strengthening governmental responsibility, it has not necessarily added new tasks for childcare teachers. Rather, it

has altered expectations and performance standards associated with their existing professional roles. For example, teachers are now expected to demonstrate higher levels of professionalism in curriculum implementation, educational accountability, assessment and documentation, and inter-institutional collaboration. In addition, teachers are required to adapt to newly established policy standards during the transition process. Because expectations and responsibilities are not yet fully defined during this transitional period, teachers are often required to accommodate multiple and sometimes conflicting demands from various stakeholders. Such expanded role expectations, role ambiguity, and conflicting role demands are likely to intensify role conflict (Kahn et al., 1964). Thus, the ECEC integration period may be understood not as a period in which teachers' duties themselves have fundamentally changed, but rather as a period in which expectations regarding existing roles have substantially evolved. This policy transition further highlights the importance of personal resources that enable teachers to maintain psychological well-being while adapting to changing professional expectations.

Despite these developments, previous studies have primarily focused on the direct relationships among childcare teachers' job stress, burnout, happiness, resilience, and psychological well-being. Empirical studies examining whether resilience functions as a protective mechanism in the relationship between role conflict and psychological well-being based on the JD-R model remain limited. Moreover, few studies have explored teachers' psychological adaptation within the unique context of educational policy transitions such as ECEC integration. Accordingly, investigating the buffering effect of resilience on the relationship between role conflict and psychological well-being has important theoretical implications for extending the JD-R model and improving understanding of teachers' psychological adaptation mechanisms.

Accordingly, the present study applies the Job Demands–Resources (JD-R) model as its theoretical framework to examine the association

between role conflict and psychological well-being among childcare teachers during the ECEC integration process and to investigate whether resilience functions as a personal resource that moderates this relationship. By doing so, this study seeks to provide a more comprehensive explanation of childcare teachers' psychological adaptation during educational reform and to offer practical and policy implications for promoting teachers' psychological well-being and supporting their professional development.

Hypotheses

According to the Job Demands–Resources (JD-R) model, job demands such as role conflict may deplete teachers' psychological resources and reduce their psychological well-being, whereas personal resources such as resilience function as protective factors that buffer these adverse effects (Bakker & Demerouti, 2007; Xanthopoulou et al., 2007). Based on the theoretical framework and previous research, the following hypotheses were established.

H1. Role conflict will be negatively associated with childcare teachers' psychological well-being.

H2. Resilience will be positively associated with childcare teachers' psychological well-being.

H3. Resilience will moderate the relationship between role conflict and psychological well-being among childcare teachers. Specifically, the negative association between role conflict and psychological well-being will be weaker among teachers with higher levels of resilience.

Materials and Methods

1. Participants and Procedure

Participants were recruited through convenience sampling from childcare teachers employed at childcare centers located in G Metropolitan City and S City, Republic of Korea. Data were collected between April 28 and May 4, 2026. A total of 210 questionnaires were distributed and collected through on-site visits to childcare centers.

Prior to data collection, participants were fully informed of the purpose and procedures of the study, the voluntary nature of participation, the

protection of personal information, and the guarantee of anonymity. Only teachers who provided informed consent participated in the survey. Participants were also informed that they could withdraw from the study at any time without any disadvantage.

Of the 210 questionnaires distributed, 200 were

returned, yielding a response rate of 95.2%. After excluding 10 questionnaires because of incomplete responses or substantial missing data, responses from 190 childcare teachers were included in the final analysis. The demographic characteristics of the participants are presented in Table 1.

Table 1. General Characteristics of the Participants (N=190)

Characteristic	Category	N	%	Characteristic	Category	N	%
Age	20–29 years	20	10.5	Institution Type	Public	46	24.2
	30–39 years	49	25.8		Corporate	30	15.8
	40–49 years	61	32.1		Private	45	23.7
	50 years or more	60	31.6		Home-based	17	8.9
Workplace-based					52	27.4	
Teaching Experience	<5 years	24	12.6	Age Group	Infants	154	81.1
	5–9 years	41	21.6		Preschoolers	29	15.3
	≥10 years	125	65.8				
Education	Junior college	84	44.2		Mixed-age	7	3.7
	Bachelor's degree	89	46.8				
	Graduate degree or higher	17	8.9				

2. Instruments

(1) Role Conflict

Role conflict was measured using the Organizational Role Stress (ORS) Scale originally developed by Pareek (1994) and subsequently translated and adapted for the Korean context by Chae (2005). The scale consists of 35 items across seven subdomains: Role-Set Conflict, Role Expectation Conflict, Person–Role Conflict, Role Ambiguity, Role Stagnation, Inter-role Conflict, and Role Overload, with five items in each subdomain.

All items were rated on a 5-point Likert scale,

ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher levels of perceived role conflict. Example items include “Different people at work expect different roles from me” and “The role expected of me is not clearly defined.” Reverse-scored items were recoded prior to data analysis.

Although the scale comprises multiple subdomains, the total score was used in the present study to assess childcare teachers' overall level of perceived role conflict during the ECEC integration process. The internal consistency reliability of the scale was excellent, with a Cronbach's α of .938.

Table 2. Subdomains of the Role Conflict Scale

Subscale	Description	Items
Role-Set Conflict	Conflict arising from feeling psychologically disconnected from other members of the organization and perceiving insufficient communication and collaboration.	1–5
Role Expectation Conflict	Conflict experienced when principals, colleagues, parents, or other stakeholders impose conflicting expectations regarding one's role.	6–10
Person–Role Conflict	Conflict experienced when one's personal values, interests, or abilities are inconsistent with the behaviors required by the role.	11–15
Role Ambiguity	Conflict arising when role expectations or responsibilities are unclear, making it difficult to determine what should be done or how tasks should be performed.	16–20
Role Stagnation	Conflict experienced when opportunities for professional growth or advancement are perceived as limited because of remaining in the same role.	21–25
Inter-Role Conflict	Conflict experienced when balancing work-related roles with roles outside the organization, such as family responsibilities.	26–30
Role Overload	Conflict experienced when the amount of expected work and responsibilities exceeds one's available time and capabilities.	31–35

Reverse-scored items: 4, 5, 6, 7, 10, 14, 15, 16

(2) Psychological Well-Being

Psychological well-being was measured using the 18-item short form of the Psychological Well-Being Scale originally developed by Ryff (1989) and subsequently revised and adapted by Cho (2007). The scale comprises six subdomains: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance.

All items were rated on a 5-point Likert scale, with higher scores indicating higher levels of

psychological well-being. Example items include “I have a positive attitude toward myself” and “I have a sense of purpose and direction in life.” Reverse-scored items were recoded prior to data analysis.

The Ryff Psychological Well-Being Scale was originally developed to assess multiple dimensions of positive psychological functioning. As the present study focused on childcare teachers' overall psychological well-being, the total score was used in the analyses. The scale demonstrated good internal consistency reliability (Cronbach's $\alpha = .863$).

Table 3. Subdomains of the Psychological Well-Being Scale

Subscale	Description	Items
Autonomy	The ability to make independent judgments and regulate one's behavior according to personal standards without being unduly influenced by others' evaluations or social pressures.	1, 2, 3
Positive Relations with Others	The ability to establish warm and trusting relationships with others and to demonstrate empathy and intimacy.	4, 5, 6
Purpose in Life	Having clear life goals and a sense of direction while perceiving one's present and past life as meaningful.	7, 8, 9
Personal Growth	The tendency to continuously develop one's potential and remain open to new experiences.	10, 11, 15
Self-Acceptance	Holding a positive attitude toward oneself by accepting both one's strengths and weaknesses as well as one's past life.	12, 13, 14
Environmental Mastery	The ability to effectively manage and utilize surrounding environments and life circumstances in accordance with one's needs and values.	16, 17, 18

Reverse-scored items: 1, 4, 5, 7, 8, 10, 12, 18.

(3) Resilience

Resilience was measured using the Korean Resilience Quotient (RQ) originally developed by Shin et al. (2009) and subsequently revised and adapted for early childhood teachers by Park (2020). The scale consists of 27 items across three subdomains: self-regulation, positivity, and interpersonal competence.

All items were rated on a 5-point Likert scale, with higher scores indicating higher levels of

resilience. Example items include “I remain calm when dealing with stressful situations” and “I try to find positive meaning even in difficult situations.” Reverse-scored items were recoded prior to data analysis.

In the present study, resilience was conceptualized as a personal resource, as proposed by the Job Demands–Resources (JD-R) model, and the total score was used in all analyses. The internal consistency reliability of the scale was excellent (Cronbach's $\alpha = .922$).

Table 4. Subdomains of the Resilience Scale

Subscale	Description	Items
Self-Regulation	The ability to regulate one's emotions and impulses in stressful situations and to accurately analyze the causes of problems in order to respond effectively.	1–9
Positivity	The ability to maintain an optimistic attitude toward oneself and the future and to experience gratitude and satisfaction even in difficult situations.	10–18

Interpersonal Competence	The ability to communicate effectively, empathize with others, and establish and maintain trusting relationships.	19–27
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Reverse-scored items: 9, 10, 12, 19, 20, 21

3. Data Analysis

The collected data were analyzed using IBM SPSS Statistics 29.0 and PROCESS Macro version 4.2 (Model 1). Descriptive statistics and Pearson's correlation analysis were performed to examine the means, standard deviations, and correlations among the study variables.

Prior to the regression analyses, the assumptions of normality and multicollinearity were examined. Normality was assessed using skewness and kurtosis, and all variables satisfied the criteria suggested by West et al. (1995) (absolute skewness < 2 and absolute kurtosis < 7). Multicollinearity was evaluated using tolerance and variance inflation factor (VIF) values. All

tolerance values exceeded .10 and all VIF values were below 10, indicating that multicollinearity was not a concern.

The moderating effect of resilience was tested using PROCESS Macro Model 1 (Hayes, 2022). The significance of the moderation effect was evaluated using 5,000 bootstrap resamples to generate 95% confidence intervals (CIs). A moderation effect was considered statistically significant when the 95% CI did not include zero. To facilitate interpretation of the interaction effect, simple slope analysis was conducted at the mean and at one standard deviation above and below the mean of resilience.

Results

1. Descriptive Statistics of the Main Variables

Table 5. Descriptive Statistics of the Main Variables

Variable	M	SD	Skewness	Kurtosis
Role Conflict	2.66	0.56	0.53	1.41
Resilience	3.68	0.52	-1.72	6.38
Psychological Well-Being	3.58	0.49	-1.69	6.46

As presented in Table 5, descriptive statistics indicated that the mean score for role conflict ($M = 2.66$, $SD = 0.56$) was below the midpoint of the 5-point scale (3.00), whereas the mean scores for resilience ($M = 3.68$, $SD = 0.52$) and psychological well-being ($M = 3.58$, $SD = 0.49$) were above the midpoint. These findings suggest that the participating childcare teachers perceived relatively low levels of role conflict and relatively high levels of resilience and psychological well-

being.

In addition, the absolute values of skewness were below 2, and the absolute values of kurtosis were below 7, satisfying the criteria for normality proposed by West et al. (1995). Therefore, the assumption of normality was considered to be met.

2. Correlations Among the Main Variables

Table 6. Correlations Among the Main Variables

Variable	1	2	3
1. Role Conflict	-		
2. Resilience	-.72***	-	
3. Psychological Well-Being	-.70***	.82***	-

*** $p < .001$.

As shown in Table 6, Pearson's correlation

analysis revealed that role conflict was negatively

correlated with both psychological well-being ($r = -.70, p < .001$) and resilience ($r = -.72, p < .001$). In contrast, resilience was positively correlated with psychological well-being ($r = .82, p < .001$).

These findings indicate that higher levels of role conflict were associated with lower levels of

resilience and psychological well-being, whereas higher resilience was associated with higher psychological well-being. Overall, the observed relationships among the study variables were consistent with the proposed hypotheses.

3. Moderating Effect of Resilience

Table 7. Hierarchical Regression Analysis Testing the Moderating Effect of Resilience

Variable	Model 1			Model 2		
	B (SE)	β	t	B (SE)	β	t
Constant	3.59 (.02)		179.47***	3.61 (.02)		171.85***
Role Conflict (RC)	-.20 (.05)	-.23	-3.98***	-.21 (.05)	-.24	-4.10***
Resilience (RES)	.62 (.06)	.65	11.08***	.54 (.06)	.57	8.93***
RC $\times$ RES				.11 (.04)	.14	2.90**
R^2	.692			.705		
ΔR^2				.013		
F(df)	210.15***(2,187)			148.42***(3,186)		
$\Delta F(df)$				8.38**(1,186)		

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

As presented in Table 7, hierarchical regression analysis was conducted to examine whether resilience moderated the relationship between role conflict and psychological well-being.

In Model 1, role conflict and resilience were entered as predictors. The regression model was statistically significant ($F(2, 187) = 210.15, p < .001$), explaining 69.2% of the variance in psychological well-being ($R^2 = .692$). Specifically, role conflict was a significant negative predictor of psychological well-being ($B = -.20, \beta = -.23, t = -3.98, p < .001$), whereas resilience was a significant positive predictor ($B = .62, \beta = .65, t = 11.08, p < .001$). These findings indicate that higher levels of role conflict were associated with lower psychological well-being, whereas higher

resilience was associated with higher psychological well-being.

In Model 2, the interaction term between role conflict and resilience was added to the regression model. The addition of the interaction term resulted in a significant increase in the explained variance ($R^2 = .705, \Delta R^2 = .013, \Delta F(1, 186) = 8.38, p < .01$). The interaction effect was statistically significant ($B = .11, \beta = .14, t = 2.90, p < .01$), indicating that resilience significantly moderated the relationship between role conflict and psychological well-being. The positive regression coefficient for the interaction term indicates that the negative association between role conflict and psychological well-being became weaker as resilience increased.

Table 8. Conditional Effects of Role Conflict on Psychological Well-Being at Levels of Resilience (Simple Slopes Analysis)

Level of Resilience	W (centered)	B	SE	t	p	95% CI [LL, UL]
Low (-1SD)	-.52	-.26	.05	-4.83	< .001	[-.37, -.15]
Mean	.00	-.21	.05	-4.10	< .001	[-.31, -.11]
High (+1SD)	.52	-.15	.05	-2.85	.005	[-.26, -.05]

As shown in Table 8, simple slope analyses were conducted to examine the association between role conflict and psychological well-being at three levels of resilience (-1 SD, mean, and $+1$ SD). Role conflict was significantly negatively associated with psychological well-being at all three levels of resilience; however, the magnitude of the association differed according to the level of resilience. Specifically, the negative association was strongest among teachers with low resilience (-1 SD: $B = -.26$, $t = -4.83$, $p < .001$, 95% CI $[-.37, -.15]$), followed by those with average resilience ($B = -.21$, $t = -4.10$, $p < .001$, 95% CI $[-.31, -.11]$), and was weakest among teachers with high

resilience ($+1$ SD: $B = -.15$, $t = -2.85$, $p = .005$, 95% CI $[-.26, -.05]$). The 95% confidence intervals at all three levels did not include zero, indicating that the conditional effects were statistically significant.

To further examine the moderating effect, the Johnson–Neyman technique (Hayes, 2022) was applied. The results showed that the negative effect of role conflict on psychological well-being decreased as resilience increased. Although the effect remained statistically significant across most levels of resilience, its magnitude was substantially smaller at higher levels of resilience.

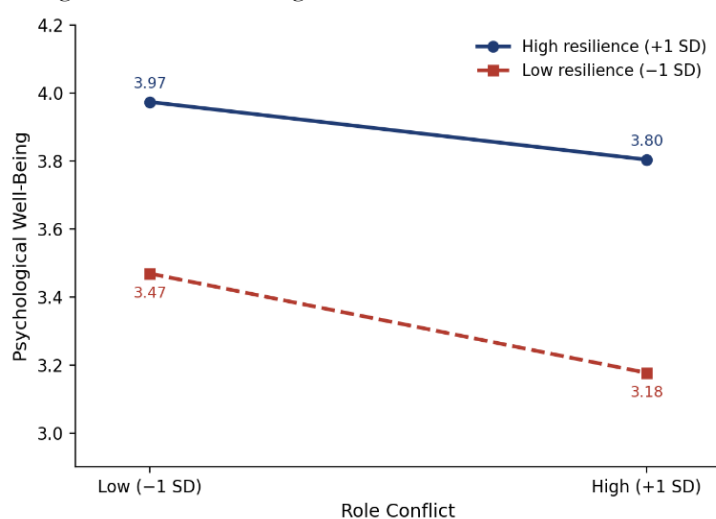


Figure 1. Simple slopes of role conflict on psychological well-being at low (-1 SD) and high ($+1$ SD) levels of resilience.

As shown in Figure 1, the slope representing the association between role conflict and psychological well-being was less steep among teachers with high resilience than among those with low resilience. This finding indicates that the negative association between role conflict and psychological well-being weakened as resilience increased, suggesting that resilience functioned as a personal resource that buffered the adverse effect of role conflict on psychological well-being.

Discussion

This study examined the association between role conflict and psychological well-being among childcare teachers during the ECEC integration process and investigated whether resilience functions as a personal resource that moderates this relationship from the perspective of the Job

Demands–Resources (JD-R) model. The findings revealed that role conflict was negatively associated with psychological well-being, whereas resilience was positively associated with psychological well-being. Furthermore, resilience significantly moderated the relationship between role conflict and psychological well-being, indicating that the adverse association between role conflict and psychological well-being became weaker among teachers with higher levels of resilience. The main findings are discussed as follows.

First, role conflict was identified as an important job demand that undermines childcare teachers' psychological well-being. This finding supports the JD-R model (Bakker & Demerouti, 2007), which proposes that job demands continuously

consume employees' psychological resources and consequently hinder psychological adaptation. Childcare teachers are required to simultaneously fulfill multiple roles, including educator, caregiver, administrator, and collaborator with parents. When role expectations conflict or role responsibilities are unclear, teachers are likely to experience persistent tension and stress. Such demands may extend beyond routine occupational stress by reducing teachers' self-efficacy and job satisfaction, ultimately leading to lower levels of psychological well-being. These findings are consistent with previous studies reporting that role conflict impairs teachers' psychological adaptation and suggest that organizational efforts to reduce role conflict are essential for promoting teachers' mental health.

Second, resilience was identified as an important personal resource that promotes psychological well-being. Teachers with higher levels of resilience are more likely to regulate their emotions effectively, adopt active problem-solving strategies, and maintain positive psychological functioning even under stressful circumstances. Therefore, resilience should be understood not merely as a personality trait but as a psychological capacity that enables teachers to adapt effectively to changing educational environments and cope successfully with job demands. In particular, for childcare teachers working in unpredictable educational settings and managing complex interpersonal relationships, resilience appears to serve as a key protective factor for maintaining psychological well-being.

Third, the most important finding of the present study was that resilience significantly moderated the relationship between role conflict and psychological well-being. Specifically, teachers with higher resilience experienced a relatively smaller decline in psychological well-being despite experiencing the same level of role conflict. This finding provides empirical support for the buffering hypothesis proposed by the JD-R model, which suggests that personal resources mitigate the adverse effects of job demands. The results further imply that, although job demands cannot be completely eliminated in educational settings, strategies aimed at strengthening

teachers' personal resources may effectively reduce the negative consequences of role conflict.

The present study is particularly meaningful because these relationships were confirmed within the context of the ongoing ECEC integration policy. Rather than introducing entirely new responsibilities, ECEC integration has altered expectations regarding teachers' professionalism, accountability, and performance standards within their existing roles. Such changes may intensify role conflict during the policy implementation process while simultaneously highlighting the importance of systems that support teachers' psychological adaptation. Accordingly, the successful implementation of ECEC integration requires not only institutional reform but also organizational efforts to clarify teachers' roles and responsibilities and to provide sufficient information and practical support throughout the policy transition.

By demonstrating the protective role of resilience in the relationship between role conflict and psychological well-being, the present study provides empirical support for applying the JD-R model to the field of early childhood education and care. These findings highlight the importance of considering both job demands and personal resources when explaining childcare teachers' psychological well-being. From a practical perspective, the results suggest that, in addition to organizational efforts to reduce role conflict, professional development opportunities, psychological support services, collaborative learning communities, and supportive leadership should be strengthened to enhance teachers' resilience and promote their psychological well-being.

Limitations

Despite its contributions, this study has several limitations. First, the participants were limited to childcare teachers working in G Metropolitan City and S City, Republic of Korea. Therefore, caution should be exercised when generalizing the findings to the broader population of childcare teachers. Future research should employ more representative samples that include

diverse geographical regions and types of childcare centers to enhance the generalizability of the findings.

Second, this study employed a cross-sectional design based on self-report questionnaires, which limits the ability to draw causal inferences among the study variables. Future longitudinal or experimental studies are needed to examine more systematically the causal relationships and changes in role conflict, resilience, and psychological well-being over time.

Third, this study focused primarily on individual-level variables and did not consider organizational and environmental factors such as directors' leadership, organizational culture, social support, or job autonomy. Future studies should adopt integrated research models that incorporate both individual- and organizational-level factors to provide a more comprehensive understanding of the mechanisms influencing childcare teachers' psychological well-being.

Conclusion

The present study applied the Job Demands–Resources (JD-R) model to examine the relationship between role conflict and psychological well-being among childcare teachers during the ECEC integration process and to investigate the moderating role of resilience. The findings demonstrated that role conflict functions as an important job demand that undermines psychological well-being,

whereas resilience serves as a protective personal resource that both promotes psychological well-being and buffers the adverse effects of role conflict.

These findings provide empirical support for applying the JD-R model to the field of early childhood education and care and highlight the importance of considering both job demands and personal resources when explaining childcare teachers' psychological well-being. From a practical perspective, successful implementation of ECEC integration requires not only institutional reform but also organizational support that promotes teachers' psychological adaptation. Clarifying teachers' roles and responsibilities, providing adequate information and workplace support during policy transitions, and strengthening resilience through professional development and psychological support may help reduce the negative effects of role conflict and enhance teachers' psychological well-being.

Overall, this study contributes to a better understanding of childcare teachers' psychological adaptation during educational reform and provides practical implications for teacher support policies and professional development programs. The findings may also inform countries undergoing similar reforms in early childhood education and care by emphasizing the importance of supporting teachers' psychological well-being and resilience.

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