

A Study on the Relationship Between Psychological Resilience and Communication Ability of Preschool Teachers Under the “Double Reduction” Policy

Qihong Chao¹

¹ Lingnan Normal University, Zhanjiang, Guangdong 524048, China

Correspondence: Qihong Chao, Lingnan Normal University, Zhanjiang, Guangdong 524048, China.

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Abstract

The “Double Reduction” policy emphasizes the reduction of students’ academic burdens to enhance the high-quality development of preschool education, which places higher demands on the qualities and roles of preschool teachers. Psychological resilience and communication ability are increasingly recognized as essential factors for preschool teachers to effectively adapt to educational reforms and new environments. Therefore, this study aims to explore the relationship between preschool teachers’ psychological resilience and communication ability, as well as the impact of psychological resilience on communication ability. The subjects of the study were 183 teachers from kindergartens in Region G, and the research tools used were self-assessment scales for psychological resilience and communication ability for preschool teachers. Data analysis was conducted using Pearson correlation analysis and multiple regression analysis to examine the relationship between psychological resilience and communication ability among preschool teachers, and to identify the predictive variables of psychological resilience that influence communication ability. The results showed that, firstly, there is a significant positive correlation between preschool teachers’ psychological resilience and communication ability. Secondly, the analysis of the impact of psychological resilience on teachers’ communication ability revealed that self-efficacy, social support, and professional involvement, as dimensions of psychological resilience, have strong explanatory power regarding preschool teachers’ communication ability. Therefore, this study reveals that psychological resilience is a relevant variable for improving communication ability among preschool teachers, providing new perspectives and strategies for the training and development of kindergarten teachers, and serving as an important reference for kindergarten administrators when formulating relevant policies.

Keywords: “Double Reduction” policy, preschool teachers, psychological resilience, communication ability

1. Introduction

To return education to its essence of nurturing children and following the laws of children’s

physical and mental development, the General Office of the Communist Party of China and the General Office of the State Council issued the

“Opinions on Further Reducing the Burden of Homework and Off-campus Tutoring in the Compulsory Education Stage” (hereinafter referred to as the “Double Reduction” policy). This policy has introduced new requirements for the transition from preschool to primary school. Preschool education plays a key role in this transition and carries significant responsibility under the “Double Reduction” policy.

In this context, it is essential to effectively manage after-school activities, provide quality after-school services, and prevent early school readiness, lifestyle preparation, social readiness, and academic preparation from becoming overly formalized. Ensuring that the “Double Reduction” policy benefits both preschool children and their families is crucial. Preschool teachers are the primary implementers of comprehensive educational work in kindergartens.

Under the “Double Reduction” policy, preschool teachers face greater pressures and challenges in pursuing high-quality education and promoting a smooth transition to primary school. This necessitates stronger psychological resilience, as their relationships with children, colleagues, parents, and communities become more complex, making it essential to examine how the “Double Reduction” policy impacts teachers’ psychological resilience and communication abilities.

Improved Communication Ability in teachers can directly affect teaching outcomes (He, 2021). Existing studies focus on preschool teachers’ family cooperation and communication competency, such as research by Hao (2023) which found that preschool teachers’ family cooperation ability was generally above average, and research by Gao (2023) which showed strong Communication Ability with parents. Studies by Zheng (2022) found that the communication ability between teachers and families improves progressively with teaching experience. These studies help us understand the development of Communication Ability in preschool teachers. However, in the context of the “Double Reduction” policy, further exploration of the factors affecting Communication Ability is needed to develop strategies for enhancing teachers’ communication abilities and building a high-quality preschool education system.

Some studies have examined factors affecting

Communication Ability, such as Zhang (2023), who identified teachers’ emotional commitment, personality traits, and growth motivation as key influences on their family cooperation ability, and Liu (2023), whose study revealed that empathy influences teachers’ interpersonal relationships.

Psychological resilience helps teachers cope with uncertainties in daily educational activities and risks in the profession (Qin et al., 2024). Teachers with strong psychological resilience are better able to maintain a positive mindset and effective coping strategies under pressure, improving job satisfaction and professional well-being (Li, 2024; Liu, 2023; Wu, 2021; Zhang, 2024). Preschool teachers, spending most of their time with children, face more psychological and physical pressures compared to primary and secondary school teachers, making resilience even more crucial.

High resilience is associated with optimism, perseverance, and self-reliance, and can help foster harmonious interpersonal relationships (Liu, 2023; Song, 2024). Studies have shown that psychological resilience can regulate emotions, prevent burnout, and promote mutual help behaviors (Henley, R., 2010).

Therefore, it is anticipated that there is a relationship between preschool teachers’ psychological resilience and their communication abilities. Teachers with higher resilience are better able to manage stress and build positive interpersonal relationships, which facilitates smoother communication with children and parents, ultimately improving the quality of preschool education. This study aims to explore the relationship between preschool teachers’ psychological resilience and Communication Ability, and predict how resilience affects communication abilities. The findings could provide practical strategies for the psychological development, mental health, and professional improvement of preschool teachers, helping them adapt to policy demands, reduce work-related stress, and enhance communication efficiency with children and parents, contributing to high-quality development in early childhood education. To achieve this, the study poses the following research questions:

First, what is the relationship between preschool teachers’ psychological resilience and Communication Ability?

Second, how does psychological resilience affect Communication Ability?

2. Research Methods

2.1 Research Participants

This study aims to explore the relationship between preschool teachers' psychological resilience and communication ability, as well as the impact of psychological resilience on communication abilities. A survey was conducted with 183 active preschool teachers in Region G. The data were collected through an online questionnaire distributed via "Wenjuanxing" (a Chinese online survey platform). The basic information of the participants is shown in Table 1.

Table 1. Demographic Factors of Participants (N=183)

Factor	Item	N	Percentage (%)
Age	21-30	80	43.7
	31-40	53	29.0
	41—	50	27.3
Seniority	0-3	36	19.7
	4-6	43	23.5
	7—	104	56.8
Degree	High school	8	4.4
	Associate degree	77	42.1
	Bachelor's degree	98	53.6

2.2 Research Tools

2.2.1 Psychological Resilience Scale for Preschool Teachers

To measure the psychological resilience of preschool teachers, this study used the "Preschool Teacher Psychological Resilience Questionnaire" developed by Jiang Ke (2017) from Southwest University. The scale consists of 30 items, covering seven dimensions:

self-acceptance, achievement motivation, emotional regulation, self-efficacy, problem-solving ability, social support, and career involvement.

The scale uses a Likert five-point scale for scoring, where 1 indicates "strongly disagree" and 5 indicates "strongly agree." Higher scores indicate stronger psychological resilience in teachers. The internal consistency Cronbach's alpha coefficient for the total questionnaire is 0.906, and the alpha coefficients for the individual factors range from 0.656 to 0.845, indicating high reliability of the scale.

2.2.2 Communication Ability Scale for Preschool Teachers

To measure the Communication Ability of preschool teachers, this study adapted the Communication Ability Scale developed by Ma Lina (2019). The scale consists of 20 items, covering three dimensions: communication awareness, Communication Ability, and workplace communication.

The scale uses a Likert five-point scale for scoring, where 1 indicates "strongly disagree" and 5 indicates "strongly agree." Higher scores indicate stronger Communication Ability in teachers. The internal consistency Cronbach's alpha coefficient for the total questionnaire is 0.966, and the alpha coefficients for the individual factors range from 0.76 to 0.846, indicating high reliability of the scale.

2.3 Data Analysis

In this study, statistical analysis of the survey data was conducted using SPSS 26.0 software. The main analysis methods employed included descriptive statistics, Pearson correlation analysis, and multiple regression analysis.

3. Research Results

3.1 The Relationship Between Psychological Resilience and Communication Ability of Preschool Teachers

The results of the relationship between preschool teachers' psychological resilience and communication ability are shown in Table 2.

Table 2. The Relationship Between Psychological Resilience and Communication Ability

Communication Ability Psychological Resilience	Communication Awareness	Communication Skills	Workplace Communication	Communication Ability
Self-acceptance	0.619**	0.566**	0.610**	0.610**
Achievement	0.702**	0.668**	0.662**	0.662**

Motivation				
Emotion Regulation	0.553**	0.451**	0.473**	0.473**
Self-efficacy	0.756**	0.703**	0.668**	0.668**
Problem Solving Ability	0.777**	0.704**	0.648**	0.648**
Social Support	0.797**	0.682**	0.669**	0.669**
Career Involvement	0.687**	0.551**	0.619**	0.619**
Psychological Resilience	0.828**	0.732**	0.738**	0.738**

** $p < .01$.

As shown in Table 2, there is a statistically significant positive correlation between preschool teachers' overall psychological resilience and overall communication ability ($r = .738, p < .01$). Further analysis of the individual dimensions of psychological resilience reveals that the dimensions of self-acceptance ($r = .610, p < .01$), achievement motivation ($r = .662, p < .01$), emotional regulation ($r = .473, p < .01$), self-efficacy ($r = .668, p < .01$), problem solving ability ($r = .648, p < .01$), social support ($r = .669, p < .001$), and career involvement ($r = .619, p < .01$) all show a positive correlation with

Communication Ability. Therefore, it can be concluded that there is a significant positive correlation between preschool teachers' psychological resilience and Communication Ability, as well as between the seven dimensions of resilience and Communication Ability.

3.2 The Impact of Preschool Teachers' Psychological Resilience on Communication Ability

The research results on the impact of preschool teachers' psychological resilience on communication ability are shown in Table 3.

Table 3. The Impact of Preschool Teachers' Psychological Resilience on Communication Ability

Independent Variable	Unstandardized Coefficient		Standardized Coefficient		p
	B	SE	Beta	t	
Constant	0.486	0.200	-	2.423	0.016*
Self-acceptance	0.018	0.051	0.023	0.351	0.726
Achievement Motivation	0.096	0.062	0.118	1.543	0.125
Emotion Regulation	0.031	0.043	0.028	0.736	0.462
Self-efficacy	0.208	0.053	0.261	3.938	0.000**
Problem Solving Ability	0.076	0.071	0.083	1.061	0.290
Social Support	0.310	0.059	0.320	5.290	0.000**
Career Involvement	0.172	0.063	0.182	2.721	0.007**

$R^2 = .756, F = 77.299^{***}$

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

As shown in Table 3, the regression coefficients for self-efficacy, social support, and professional engagement are 0.208 ($t = 3.938, p < 0.01$), 0.310 ($t = 5.290, p < 0.01$), and 0.172 ($t = 2.721, p < 0.01$), respectively. This indicates that self-efficacy, social support, and professional engagement have a significant positive impact on

communication Ability. However, emotional regulation, self-acceptance, achievement motivation, and problem solving ability do not have an impact on communication ability.

4. Discussion and Suggestions

The results of this study validate the correlation

between preschool teachers' psychological resilience and communication ability. Based on these findings, the discussion is as follows.

First, there is a significant positive correlation between preschool teachers' psychological resilience and communication ability. The results indicate that the dimensions of psychological resilience—career involvement, social support, problem-solving ability, achievement motivation, self-efficacy, self-acceptance, and emotional regulation—are all positively correlated with communication ability.

Secondly, among the dimensions of preschool teachers' psychological resilience, self-efficacy, social support, and career involvement have a significant positive impact on communication ability. This finding is consistent with the results of Azhar (2022), which showed a significant positive correlation between teachers' self-efficacy and students' communication ability. Moreover, teachers with higher self-efficacy are better able to create a positive emotional atmosphere and more effectively support children's development through expressions, language, and body language (Zhang, 2017). As a factor of psychological resilience, self-efficacy can be considered related to higher communication ability in teachers. This suggests that preschool teachers who exhibit a positive work attitude, believe they are capable of handling their tasks, and feel confident in achieving their goals are more likely to have better communication ability with children, parents, and colleagues, thus enhancing the effectiveness of education.

Among the sub-factors of preschool teachers' psychological resilience, social support significantly contributes to explaining communication ability. Social support includes support from family, friends, kindergarten leadership, colleagues, and other sources. Ntim Seth Yeboah (2023) suggests that social support can enhance the positive effects of emotional labor on positive emotions, thereby reducing work withdrawal. Additionally, preschool teachers' psychological well-being has been found to be significantly positively correlated with social support (Li et al., 2022). Therefore, attention should be given to the emotional needs of preschool teachers to address emotional challenges, providing an emotional and supportive foundation for effective communication.

Career involvement primarily includes having strong professional ethics, identifying with the values and importance of the early childhood education (ECE) industry, genuinely enjoying the work, being willing to invest time and energy in the field, and not easily leaving the profession. This supports the findings of He (2020), which suggest that career involvement, problem-solving ability, and emotional regulation, as components of preschool teachers' psychological resilience, significantly and positively predict professional success in the ECE field.

It can be seen that the higher the preschool teachers' self-efficacy, social support, and career involvement, the better their communication ability with children, parents, leaders, colleagues, and others. Therefore, under the context of the "Double Reduction" policy, in addition to improving the educational level of preschool teachers, attention should also be given to their mental health. It is essential to help teachers cope with stress and maintain good psychological resilience. In conclusion, this study found a high correlation between preschool teachers' psychological resilience and communication ability, with psychological resilience impacting communication ability. Therefore, this study calls for the exploration of various methods to enhance preschool teachers' psychological resilience, which in turn can improve their communication ability, contribute to the high-quality development of preschool education, and support teachers' well-being and happiness.

Based on the results of this study, the following suggestions are made for future research. First, this study examined the relationship between preschool teachers' psychological resilience and communication ability. However, due to the limited sample size, the generalize ability of the results is restricted. Future research should aim to select a broader range of participants and expand the sample size for more comprehensive findings. Second, this study explored the relationship between psychological resilience and communication ability among preschool teachers through quantitative methods. Future research should consider utilizing qualitative approaches, such as in-depth interviews and observations, to further explore the correlation and impact between psychological resilience and communication ability.

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