



## The Effect of the Food Expression Art Therapy Group Counseling Program on the Interpersonal Relationship and Happiness of Prospective Early Childhood Teachers

Kee-Duck Jang and Sung-Joo Park\*



Gimcheon University Korea, 214, Daehak-ro, Gimcheon-si, Gyeongsangbuk-do, 39528, Korea

### E-mail/Orcid Id:

**KDJ**,  [brain0921@gincheon.ac.kr](mailto:brain0921@gincheon.ac.kr),  <https://orcid.org/0009-0009-8027-7803>;

**SJP**,  [loadpsj@gincheon.ac.kr](mailto:loadpsj@gincheon.ac.kr),  <https://orcid.org/0009-0006-1395-7882>

### Article History:

**Received:** 08<sup>th</sup> Oct., 2023

**Accepted:** 14<sup>th</sup> Nov., 2023

**Published:** 30<sup>th</sup> Nov., 2023

### Keywords:

Food expression art therapy, Group counselling, Happiness, Interpersonal relationships, Pre-service early childhood teacher

### How to cite this Article:

Kee-Duck Jang and Sung-Joo Park (2023). The Effect of the Food Expression Art Therapy Group Counseling Program on the Interpersonal Relationship and Happiness of Prospective Early Childhood Teachers. *International Journal of Experimental Research and Review*, 35(Spl.), 109-118  
**DOI** : <https://doi.org/10.52756/ijerr.2023.v35spl.010>

**Abstract:** This study aimed to determine the impact on the interpersonal relationships and happiness of prospective early childhood teachers by applying a group counseling program for food expression art therapy. Eight fourth-grade students attending the Department of Early Childhood Education at G University in G City were selected to conduct a group counseling program applying food expression art therapy once a week for 90 minutes. Along with the program's progress, prospective early childhood teachers' interpersonal relationships and happiness were measured in pre- and post-extract, and repeated measurement variance analysis was conducted to verify the program's effectiveness according to the experimental design. In this study, the interpersonal relationship of prospective early childhood teachers was significant, and the subscale satisfaction, communication, trust, familiarity, sensitivity, openness, and understanding were all significant. In addition to happiness, subscale satisfaction and positive and negative emotions were also significant. The group counseling program applying food expression art therapy positively affects prospective early childhood teachers' interpersonal relationships and happiness, so it is necessary to expand this program.

### Introduction

Teachers are said to be more stressed and prone to mental health problems than other professions. This is because the teacher is a kind of service or contact profession for people. The primary task of this occupational group is to speak directly to the other person's face, which is called emotional labor. However, studies on early childhood teachers show that job stress has a significant positive relationship with the mental health of early childhood teachers (Kim, 2011). Specifically, the higher the job stress, the higher the depression and burnout (Hong and Jung, 2013), and the higher the level of depression, the lower the psychological empowerment related to judgment, control, and discretion (Min, 2011). In a study by (Lee, 2015; Cho

and Na, 2016), it was found that when mental health anxiety, depression, and maladjustment decrease, there is a tendency to respect and care for infants' rights more. Early childhood teachers can see that mental health is essential. However, according to the study by (Cho and Na, 2016), the mental health of prospective early childhood teachers was also severe, with 13.5% in the anxiety risk group, 11.7% in depression, 21.4% in the impulse and 9.3% in aggression. This result is similar to or higher than previous studies of ordinary adults and college students.

Considering the importance of teachers, the mental health of early childhood teachers and prospective early childhood teachers can be considered more important than any other. The happiness of early childhood teachers



is a "total evaluation of individual life that exists within the personal experience that reflects subjective, individual active, and positive aspects," the happiness of early childhood teachers is an essential factor in early childhood education (Joo, 2020). This is because it has been confirmed that the happiness of early childhood teachers positively affects the interaction between teachers and infants (Lee and Kim, 2019). It can be seen that the happiness of early childhood teachers has a lot to do with interpersonal relationships.

For future education, improving the interpersonal skills and happiness of prospective early childhood teachers is essential. For this, a group program is needed to improve prospective early childhood teachers' interpersonal relationships and happiness.

Above all, food expression art therapy utilizes a familiar material called a food medium that can be expressed while eating, so it is easy and comfortable to reach people of various classes without resistance, allowing them to have fun and fun like play. Food expression art therapy has been shown to be effective in children, adolescents, adults, and the elderly, as well as the disabled, multicultural families, couples, and a variety of people who have experienced emotional difficulties (Kim and Son, 2022; Kim and Son, 2023; Kim, 2021; Lee, 2023; Choi and Park, 2019). Food expression art therapy is also successfully performed on families who have difficulty solving problems on their own, such as those who complain of heartache, adolescents who have experienced abuse, adults, elderly people who are recovering in shelters, and teachers who guide children (Kim and Kim, 2019).

Accordingly, food expression art therapy, which is based on positive psychology and stimulates our five senses with food ingredients, is seen as a suitable alternative to improving the interpersonal and happiness of prospective early childhood teachers (Kim and Kim, 2019). Accordingly, in this study, a group counseling program for food expression art therapy was developed and the effect was verified.

To verify the effectiveness, this study examined whether the group counseling program applying food expression art therapy improves interpersonal relationships, self-satisfaction, and life happiness with prospective kindergarten teachers. In order to achieve the purpose of the research, the research questions were set up as follows. First, is the group counseling program applying food expression art therapy effective in improving the interpersonal relationships of prospective early childhood teachers? Second, is the group counseling program applying food expression art therapy effective in

promoting the happiness of prospective early childhood teachers?

## Study Method

### Subject of study

The subject of this study was conducted on early childhood education students attending G University located in G City. The students who participated in this study were selected as fourth-grade students, and the students who applied for participation were selected as eight experimental groups and eight control groups.

### Study design

In order to develop a group counseling program for food expression art therapy to promote interpersonal relationships and happiness of prospective early childhood teachers, the program was developed in the same procedure as <Table 1> using the "Recursive Systemic Program Development Model (RSPDM)" developed by (Kim and Choi, 2009). In addition, a pre-post-extraction test was conducted to confirm the program's effectiveness.

### Measuring tool

#### Interpersonal relationship scale

As a tool for recognizing interpersonal relationships, the scale justified by modifying the interpersonal scale of (Schlein, Guerney and Stover, 1977) was used.

#### Shortening happiness scale

The Concise Measure of Subjective Well-Being developed by (Seo and Koo, 2011) was used as a tool to identify happiness. This scale consists of nine questions on a shortened happiness scale measuring the core elements of subjective well-being and life satisfaction positive and negative emotions.

#### Emotional culture scale

In order to meet the emotional expression and service attitude required by the organization in interaction with emotional workers, this study defined emotional labor as a routine performance of suppressing and controlling one's emotions and classified emotional labor into the surface and inner behavior. To this end, based on the scales used in the studies of (Lee and Kim, 2019; Lopez and Snyder, 2003), it was modified and supplemented to fit this study, and the reliability in this study is Cronbach  $\alpha$ . It was 93.

### Group counseling program applying food expression art therapy

The developed program of this study is shown in Table 2.

**Table 1. Recursive Systemic Program Development Model**

Process of program development	Main contents
1st step: Program design	<ul style="list-style-type: none"> <li>• Design the needs of the program freely</li> </ul>
2nd step: Preliminary study of program	<ul style="list-style-type: none"> <li>• Analysis of books or articles on the development program</li> </ul>
3rd step: Inspections of program subjects and environmental needs	<ul style="list-style-type: none"> <li>• Analysis of need inspection from the relevant persons (three kindergarten teachers)</li> </ul>
4th step: Plan review and approval	<ul style="list-style-type: none"> <li>• Overall plan for the program development</li> <li>• Specialist's review, report to organizational head, and approvals (Two food expression art therapy experts, two counseling experts, and one professor of early childhood education)</li> </ul>
5th step: Objective and goal setting	<ul style="list-style-type: none"> <li>• Suggest the attitude, thinking, and behaviors clearly that the participants should change and acquire after the program participation</li> </ul>
6th step: Selection of contents	<ul style="list-style-type: none"> <li>• Select the most appropriate experiences or activities</li> <li>• Select activity experiences upon the investigation of the relevant person's needs and the specialist's advice</li> </ul>
7th step: Contents design	<ul style="list-style-type: none"> <li>• Stage to organize the selected goals systemically</li> </ul>
8th step: Selection of program strategy	<ul style="list-style-type: none"> <li>• Stage to select the effective strategy to achieve the counseling program objectives and to organize the organization, counseling process</li> </ul>
9th step: Selection of evaluation tools	<ul style="list-style-type: none"> <li>• Select the evaluation tools to evaluate whether to achieve the program objectives</li> </ul>
10th step: Implementation of a pilot program	<ul style="list-style-type: none"> <li>• Stage to perform pilot program (8 Early Childhood Education Students)</li> <li>• Receive supervision and checking from the specialists</li> </ul>
11th step: Program amendment and supplement	<ul style="list-style-type: none"> <li>• Complete this program by completing and correcting any deficiencies found in the preliminary implementation phase</li> </ul>
12th step: Program decision	<ul style="list-style-type: none"> <li>• Decide the program performed as the above steps</li> </ul>

**Table 2. Organization of group counseling programs.**

Session	Activity Topic	objectives by session	Activity	Material	Material Effects
1	Orientation	Understanding the process Repo formation	a banana fight - Self-symbols: Liberalization of snacks - Introduce yourself with snacks	Workbook, banana, snack, 8 verses color paper	Materials that stimulate the curiosity of the participating students are friendly and stimulate the five senses
2	Self-understanding	Positive psychology Improving self-esteem	Knowing your ideal self-concept - Find your strengths : Express your strengths in color *Salt liberalization	Jelly, colored salt, juice bottle	
3	Strengths Relay	Improving the efficacy Exploring positive resources	- Find what you've done well so far - Making a tree of merit	Biscuit, syrup	A wet medium that awakens the freedom and emotions that everyone likes and can freely unfold their imagination
4	My precious dream	Successful agency experience Improvement of efficacy	- Stories of people who achieved their dreams - A bright future where your dreams come true *Create a successful sandwich	Sandwich ingredients, sauce, bread	
5	Controlling one's mind	Tension and relaxation	- Explore various deductions - Meditation through breathing - To control your mind *A cookie mandala	Colorful puffy snack. Wide puffy snack	The design and color are pretty, so it is already in harmony and balance on its own

6	Dealing with stress	Stress awareness and coping	- Finding Your Stress - Relieve emotions through 'Ramen Breakdown' - Effective stress coping methods *the medicine of love	Ramen, chopsticks, candy, colored paper, pen	An uncontrollable medium It has good visual effects, but it is a medium that makes you feel a strong taste when you eat it
7	A present for me	Positive Self-Image Expansion	- Looking at me doing well - A gift for me who I'm proud of * Candy bracelet	Candy, chocolate, bread tie, colored paper	Packed media that makes you feel good visually and taste, media that makes you feel fulfilled easily
8	A prize for me	Altered self-reflection Encouraging Will to Challenge	- Looking back on last time - Create a certificate for yourself * Colored Corn Flakes Award	A picture of a tree Cornflake eight-segment colored paper Sticker	Fruit-flavoured colorful cereal that makes you feel good and visually stimulated while eating

### Program implementation

This program selected 16 fourth-grade students from G University's Department of Early Childhood Education in G City and conducted eight sessions every week for 90 minutes, excluding the midterm exam period from October 5, 2022, to November 30, 2022.

### Data processing and analysis

In this study, preliminary, post-harvest, and short-term happiness tests were conducted on prospective early childhood teachers to verify the effectiveness of the group counseling program for promoting interpersonal relationships and happiness applied with food expression art therapy. For data analysis, the SPSS 25.0 statistical program was used to conduct repeated measurement variance analysis of groups and test timing as independent variables, interpersonal relationships, and happiness as dependent variables.

### Study Results

#### Effects on improving interpersonal relationships

In order to examine the difference in the level of interpersonal relationships according to the group and the test period, a repeated measurement analysis of variance was performed with interpersonal relationships as

dependent variables, and the results are shown in Table 3. The difference in interpersonal relationships between groups was found to be statistically significant. In addition, it was found that there were significant differences in the level of interpersonal relationships according to the main effect of the test period and the test period for each group. A detailed look at each sub-area is as follows. The differences between groups in satisfaction, trust, familiarity, sensitivity, openness, and understanding were all statistically significant, and there were also significant differences in the main effect of the test period and the level of interpersonal relationships according to the test period. In other words, it was found that satisfaction, trust, familiarity, sensitivity, openness, and understanding were all significant according to the test period for each group. In communication, the difference in communication between groups was not statistically significant. On the other hand, as a result of verifying the effectiveness of the individual on communication, it was found that there were significant differences in the main effect of the test period and communication according to the test period by the group.

**Table 3. Results of repeated measurement variance analysis by interpersonal subscale**

Sortation	Source	Sum of Squares	Degrees of Freedom	MS	F	P
The level of interpersonal relationships	Group	311.524	1	311.524	10.927	.000
	Inspection timing	1552.474	2	76.237	5.854	.001
	Group* Inspection timing	147.576	2	73.788	5.654	.000
	Error	356.455	13	3.881		
Feeling of satisfaction	Group	19.176	1	19.176	9.278	.000
	Inspection timing	16.982	2	8.491	4.980	.004
	Group* Inspection timing	14.752	2	7.376	3.992	.000
	Error	32.450	13	1.137		
Communication	Group	20.223	1	20.223	8.457	.147
	Inspection timing	14.268	2	6.459	1.7540	.002
	Group* Inspection timing	13.207	2	6.167	1.1241	.003
	Error	24.830	13	1.689		
Sense of trust	Group	26.755	1	26.755	12.785	.000
	Inspection timing	19.043	2	9.332	3.345	.000
	Group* Inspection timing	13.202	2	6.623	2.002	.001
	Error	17.520	13	1.121		
Sense of familiarity	Group	11.443	1	11.443	9.116	.000
	Inspection timing	14.233	2	8.707	3.64	.000
	Group* Inspection timing	16.458	2	8.229	4.118	.002
	Error	20.145	13	1.123		
Sensitivity	Group	16.348	1	6.348	8.783	.000
	Inspection timing	14.378	2	7.189	2.751	.002
	Group* Inspection timing	11.231	2	5.611	2.554	.003
	Error	8.814	13	1.174		
Openness	Group	11.375	1	11.375	9.752	.000
	Inspection timing	15.235	2	7.618	8.997	.000
	Group* Inspection timing	14.001	2	7.001	8.124	.000
	Error	27.645	13	1.943		
Comprehensibility	Group	14.118	1	14.118	14.451	.000
	Inspection timing	12.548	2	6.222	6.644	.000
	Group* Inspection timing	10.518	2	5.259	5.214	.000
	Error	14.233	13	1.352		

### Effect on Happiness

In order to examine the difference in happiness level according to the group and the test period, a repeated measurement analysis of variance was performed using the happiness relationship as a dependent variable, and the results are shown in Table 4. The difference in happiness according to the group was statistically significant. In addition, it was found that there were significant differences in the level of interpersonal relationships according to the main effect of the test

period and the test period for each group. A detailed look at each sub-area is as follows. Satisfaction, positive, and negative emotions all showed statistically significant differences between groups, and there were also significant differences in happiness levels according to the main effect of the test period and the test period for each group. In other words, it was found that satisfaction, positive emotion, and negative emotion were all significant according to the test period for each group.

**Table 4. Results of repeated measurement variance analysis by happiness subscale**

Sortation	Source	SS	df	MS	F	P
Total happiness	Group					
	Inspection timing	148.681	1	148.681	8.784	.000
		71.003	2	35.001	4.524	.000
	Group* Inspection timing	97.724	2	42.461	5.023	.000
	Error	224.678	13	22.851		
Satisfaction	Group					
	Inspection timing	80.974	1	8.974	2.674	.000
		7.106	2	3.510	1.749	.000
	Group* Inspection timing	6.249	2	3.004	1.104	.000
	Error	83.334	13	8.354		
Positive emotions	Group					
	Inspection timing	62.078	1	62.078	10.205	.000
		10.533	2	5.207	3.544	.000
	Group* Inspection timing	21.877	2	12.504	5.046	.000
	Error	74.707	13	7.138		
Negative sentiment	Group					
	Inspection timing	48.320	1	48.320	4.984	.000
		11.151	2	5.611	2.401	.004
	Group* Inspection timing	19.667	2	9.874	1.974	.002
	Error	88.675	13	8.604		

### Food Expression Art Therapy Works

In order to improve the interpersonal skills and happiness of pre-infant teachers who become early childhood teachers, they expressed their minds through the students' goals in each session. The works expressed are shown in Figure 1.

After expressing their work, students have time to organize their thoughts and effects with their work. Figure 2 is part of their report.



**Figure 1. Students' Works**

[푸드 표현: 별칭짓기]  
[제목: 민들레&구름]



**[작품 설명]**  
- '프링글스' 과자로 민들레의 하얀색으로 변한 것들을 표현하였고 '홍련볼' 과자로 꽃봉오리를 표현하였다.  
- 바람을 타고 어디든지 날라갈 수 있는 민들레 갓털처럼 어디든지 가고 싶은 부분을 표현하였다.  
- '프링글스' 과자로 하늘을 표현하였고 '홍련볼' 과자로 구름을 표현하였다.  
- 하늘에 떠 있는 구름도 민들레의 갓털과 비슷한 의미로 자유롭게 떠다니는 구름을 보고 부럽다는 생각이 들며 나도 자유롭게 일상에서 잠깐 벗어나고 싶다는 생각을 과자로 구름을 표현하였다.

**[재료 다양성의 의미]**  
- 재료를 다양하게 사용하지 않으면 다소 에너지가 부족한 상태를 의미한다.

**[재료 사용의 의미]**  
- 재료를 있는 그대로 사용하지 않고 뜯거나 부러뜨리는 등 재료를 변형시켜 가면서 작품을 만들지 않으면 다소 에너지가 부족하거나 강박감이 어느 정도 있는 상태를 의미한다.

**작품 분석해 보기**  
(직관적으로 분석)  
- 재료를 다양하게 사용하지 않고 두 가지만 사용하였다.  
- 재료의 본연의 모습을 흉트리지 않고 그대로 사용하였다.

(주관적으로 분석)  
- 재료가 다양하지 않은 것을 보아 다소 에너지가 부족해 보인다.  
- 재료의 본연의 모양을 흉트리지 않은 것을 보아 강박이 있어 보인다.

**[소감]**  
- 음식으로 무언가를 표현하는 것은 처음이었는데 생각보다 그림과 비슷하게 내가 생각하는 것을 잘 표현할 수 있어서 신기했으며 나중에 나도 상당히 일장에서 써보고 싶은 기법이라고 생각이 들었다.

[푸드 표현: 현재 나의 기분은 어떠한가?]  
[제목: 반복]



**[작품 설명]**  
- '프루티스' 젤리로 :) 모양의 ':' 부분을 표현하였고 '왕공들이' 젤리로 :) 부분을 표현하여 :) 모양을 완성했다.  
- 이 모양( :) )은 웃는 얼굴 모양인 :) 이 모양과 찡그린 얼굴의 :( 이 모양을 합쳐서 만든 얼굴 표정이다  
- 의미는 매일을 살아가는 데에 있어서 겉으로는 웃지만 속으로는 힘들어 있는 이런 반복되는 삶이 조금 지친 경향이 있기 때문에 '나의 상태를 나의 상태와 유사한 얼굴표정으로 표현했다.

**[재료 다양성의 의미]**  
- 재료를 다양하게 사용하지 않으면 다소 에너지가 부족한 상태를 의미한다.

**[재료 사용의 의미]**  
- 재료를 있는 그대로 사용하지 않고 뜯거나 부러뜨리거나 찢는 등 재료를 변형시켜 가면서 작품을 만들지 않으면 다소 에너지가 부족하거나 강박이 있는 상태를 의미한다.

Figure 2. Part of the report on the work

**Conclusion**

In this study, we tried to determine the effect of the group counseling program applying food expression art therapy on prospective early childhood teachers' interpersonal relationships and happiness. The results of this study showed that the food expression art therapy group counseling program was significant in interpersonal relationships and the subscale areas of satisfaction, communication, trust, familiarity, sensitivity, openness, and understanding. In terms of happiness, all of the subscale satisfaction, positive emotions, and negative emotions were significant along with happiness.

Through these research results, the following discussions can be made. First, promoting interpersonal relationships and happiness for all and college students is a very important personal and social task. Hoggard (2005) said that happy people lead healthier and more active lives than others and are much more hopeful and optimistic about their relationships with others, their views on themselves, and their future. In addition, Lyubomirsky & Diener, (2005) reported that happy people performed better at school or work than unhappy people, had better relationships with others, and had a longer

average life expectancy. Research results that the food expression art therapy group counseling program is efficacious in improving interpersonal relationships and happiness of college students are very encouraging.

Second, interpersonal relationships and positive emotions are necessary for human evolution, adaptation, and survival (Buss, 2000; Kwon, 2008). If so, the lack of interpersonal skills and positive emotions is expected to threaten evolution, adaptation, and survival, and the quality of life will be reduced by living in tension and confusion. According to (Lopez and Snyder, 2003), positive emotions are a sign that an individual's life is on the right path and can play a specific role in helping an individual achieve positive results. People who experience positive emotions are more flexible, improve interpersonal skills and are creative, empathetic, and altruistic (George, 1998). In addition, positive interpersonal relationships and emotional experiences are critical factors in happiness as a subjective psychological state. Therefore, if the food expression art therapy group counseling program for college students is activated, it will help them properly guide their lives, solve their



challenges flexibly and creatively, and lead an altruistic life.

In conclusion, the group counseling program that applied food expression art therapy used the familiar material of food ingredients to approach prospective early childhood teachers without resistance and induce fun and interest like play, enhancing interpersonal relationships and happiness.

It is necessary to develop a program for quasi-experts so that only experts can improve the interpersonal relationships and happiness of pre-child teachers, and even quasi-experts can improve their interpersonal relationships and happiness. It will be even more effective if a manual suitable for reality is made and distributed.

### Acknowledgement

The 2021 Gimcheon University Research Grant supported this work.

### Conflict of Interest

The authors state that they do not have any known conflicting interests in the work.

### References

- Buss, D. M. (2000). The evolution of happiness. *American Psychologist*, 55, 15-23.
- Cho, Jun-oh., & Na Jeong. (2016). A comparative study on the mental health status of incumbent early childhood teachers and prospective early childhood teachers. *Collection of Early Childhood Education*, 20(3), 35-59.  
<http://dx.doi.org/10.1037/0003-066X.55.1.15>
- Cho, Sook-young. (2015). The effect of mental health, job satisfaction, and happiness of daycare center teachers on respect for infant rights. *Early Childhood Education Childcare Welfare Study*, 19(4), 553-574.
- Choi, Ok-soon., & Park Kyung-sook (2019). Effects of food expression art therapy programs for the elderly with mild dementia on cognitive function, self-expression and depression. *Study of Elderly Welfare*, 74(3), 29-63.  
<https://doi.org/10.21194/kjgsw.74.3.201909.29>
- George, J. M. (1998). Salesperson mood at work: Implications for helping customers. *Journal of Personal Selling and Sales Management*, 18, 23-30.
- Hoggard, L. (2005). How to Be Happy. as Lee Kyung-ah (2006), BBC Documentary Happiness, Yedam.
- Hong, Gil-hee., & Jung, Hye-jin. (2013). The effect of job stress and depression on job burnout of early childhood teachers: Focusing on the moderating effect of depression. *Journal of the Korean Society for Childcare Support*, 9(1), 263-280.
- Joo, Soon-Ok. (2020). Effects of Infant Teacher's Workplace Spirituality on Teacher's Happiness: the Mediating Effect of Teaching Efficacy. Ph.D. dissertation at Dongbang Culture University.
- Kim, Chang-Ki. (2011). The Effect of Job Stress on Mental Health in Nursery Teachers: Focusing on the Mediating Effect of Problem-Centered Coping. *Korean Infant Care*, 69, 315-336.
- Kim, Eun-young (2021). The effect of group art therapy using food media on sociality and self-expression of the adult self-infiltration spectrum disabled. *Art Psychotherapy Research*, 17(2), 403-427.  
<https://doi.org/10.32451/KJOAPS.2021.17.2.403>
- Kim, Min-yong., & Kim, Ji-yu. (2019). Healthy and delicious creative fusion food expression art therapy. Seoul: Changjisa.
- Kim, Min Yong., & Son Jin-Hee. (2022). A meta-analysis of the effectiveness of food-mediated expression art therapy programs. *Art Psychotherapy Research*, 18(4), 223-250.  
<https://doi.org/10.32451/KJOAPS.2022.18.4.223>
- Kim, Min-yong. (2023). A Study of Therapeutic Factors Perceived by Experienced Food Expressive Arts Therapists in Food Expressive Arts Therapy. Ph.D. dissertation at Sunmoon University.
- Kim, Seong-Hoi., & Choi, Seong-Sik. (2009). The Development of Harmonic Interpersonal Relation Program for Elementary School students, *The Korea Journal of Counseling*, 10(4), 2075-2098.  
<https://doi.org/10.15703/kjc.10.4.200912.2075>
- Kwon, Seok-man. (2008). Positive psychology. Scientific Exploration of Happiness, Hakjisa, pp.1-622.
- Lee Yong-joo. (2015). The effect of the relationship between the director and fellow teachers, and the perception of remuneration and promotion on the mental health of daycare center teachers and the respect for infant rights. *Open Early Childhood Education Study*, 20(5), 231-150.
- Lee, Eun-joo., & Kim, Sang-rim. (2019). The effect of early childhood teachers' teacher happiness, teaching efficacy, and job stress on teacher-child interaction. *Journal of the Korean Society of Life Sciences*, 28(5), 437-447.  
<https://doi.org/10.5934/kjhe.2019.28.5.437>
- Lee, Kyung-sook (2023). The effect of the food expression counseling program based on the PERMA model on the quality of life, meaning of life, flourish, and stress relief of middle-aged

- women. Ph.D. doctoral dissertation at Kyungnam University.
- Lopez, S. J & Snyder, C. R. (2003). Positive Psychological Assessment - A Handbook of Models and Measures., Lee Hee-kyung, Lee Young-ho, Cho Sung-ho, Nam Jong-ho airspace, positive psychological evaluation model and measurement (2008), academic governor. <https://doi.org/10.1037/10612-000>
- Lyubomirsky, s., King, L. A., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855. <https://doi.org/10.1037/0033-2909.131.6.803>
- Min, Ha-young. (2011). Transformational leadership of early childhood care and educational institutions and psychological empowerment of teachers: the moderating effect of teacher depression. *Journal of The Children's Society*, 32(5), 1-12. <https://doi.org/10.5723/KJCS.2011.32.5.1>
- Schlein, S., Guernsey, B. G., & Stover, L. (1977). The Interpersonal Relationship Scale. In B. G. Guernsey (Ed.), *Relationship enhancement*, San Francisco: Jossey-Bass. pp.349-354.
- Seo, Eun-guk., & Koo Jae-sun. (2011). Development and validation of the Shortened Happiness Scale (COMOSWB). *Journal of the Korean Psychological Society: Social and Personality*, 25(1), 95-113. <https://doi.org/10.21193/kjspp.2011.25.1.006>

### How to cite this Article:

Kee-Duck Jang and Sung-Joo Park (2023). The Effect of the Food Expression Art Therapy Group Counseling Program on the Interpersonal Relationship and Happiness of Prospective Early Childhood Teachers. *International Journal of Experimental Research and Review*, 35(Spl.), 109-118.

DOI : <https://doi.org/10.52756/ijerr.2023.v35spl.010>



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.