

(Devlin, Daniel, Roeder, 1997),
 가
 (Fifer Moon, 1994)
 가
 28
 (Sherer, Abramowicz, Damico,
 212 Meta , , Allen, Woods, 1991), 가
 IQ 가
 (IQ) 가
 (Devlin, Daniel, Roeder 1997)
 (, 1999).
 (1999)
 가 (Scrimshaw, 1997)
 , 가 가
 (, 1980).
 (, ,
 (Devlin et al., 1997; 1995)
 Nordstrom, Dallas, Morton, Patel 1988; ,
 , , , , 1999). 가 71.4% ,
 19.4% 가 ,
 9가 (1996) 15
 (Nordstrom, Dallas,
 Morton, Patel, 1988)가 가 ,
 가
 (Guerra Renau-Piqueras, 1997), 가
 가
 가 (Castro, Allen, Ogunyemi,
 Roll, Platt, 1993)
 가
 (Park Kim,
 1989),
 (Petrikovsky, Schifrin, 가
 Diana, 1993). , (, 1996). 가
 IQ가 가

2. 가
가
(Olds, London, Ladewing, 1988), (Bralow, 1983)
가 (Cranley, 1992).
가 (Bhakoo, Pershad, Mahajan, Gambhir, 1994)
가 (Cranley, 1992).
(, , 가, 1990),
(Tulman, 1981).
가
(Davis Akridge, 1987).
3.
(, 1996; , 1995),
(, 1996). (, , 1991).
(, 1991), Muller(1993) 336
(Prenatal Attachment Inventory) 가
(, , , 1996)
, (sex) ,
가
가 , (, , 1999);
, 1998; , 1999; , 1994; ,
1995; , 1995).

가 (, 1998),
 (, 2000).
 Lowe(1991) ,
 가 가 (Self-Evaluation in
 Labor Questionnaire)
 가 . 가
 가
 (, 1997).
 ,
 ,
 (, 2000; , 1998).
 60 ~ 70 1
 (, 1994), ,
 , , 90
 ~ 120 1 1.
 가
 (, 1995). 1 1)
 4~5 , ,
 가
 (, , 1999; , 1995).
 2)
 가 (, 30 가
 1995). (, 10
 1999) 3 , 3
 .
 3)
 -
 가 , ,
 가 (, 2000).
 - ,
 ,
 가 ,
 ,

< 1> < > (N = 55)

()	/	(%)	±
(55)		44(80.0)	
		11(20.0)	
가 (54)	150	17(31.5)	
	151 - 200	16(29.6)	
	201	21(38.9)	
(55)		55(100)	
	6 - 166		37.3 ± 35.1
(49)	1	34(69.4)	
	2	12(24.5)	0.37 ± 0.6
	3	3(6.1)	
(53)	1	33(62.3)	
	2	12(22.6)	0.58 ± 0.9
	3	5(9.4)	
	3	3(5.7)	
(41)	1	40(97.6)	
		1(2.4)	

20-39 2) 가 2: 가 . 가
 31 , 80%가 , 가 200 < 3>. 가 . 가
 39% , , 가 69% , 가 24-96 57.88
 37.7%가 .< 1> 4 가 66.33
 가 (t = 8.885, P = .000)

2. 가

1) 가 1: 가 . 가

< 2>.

가 24~96 73.2
 4 79.6
 가 (t = 7.389, P = .000)

< 3> .

(N = 33)

±	t	p.
57.88 ± 7.03	8.885	.000
66.33 ± 6.51		

< 2> .

(N = 46)

±	t	p.
73.21 ± 11.52	7.389	.000
79.63 ± 8.94		

가 . V.

20 39 4
 2

가

1.

가

가

2.

가

4

가

(1987)

가

가

가

가

(, , 1999),

가

(,

1995).

1

가

가 (, 1994), 4

가

가

3.

4 5 ,

1.

3 6

2 4

가

20-39

4

가 가

가 ,

가

18

37

55

2000

3

14

6

30

Cranley(1981)

(1997)

SPSS

, reliability

paired t-test

가

가

가

가

2.

1)

2)

3)

가

가

4

history

가

, (1999).

(Doula)

, 5(2), 224-235.

(1998).

- Q , 27(4), 740-751.

(2000). 가?. SOPHROLOGY WORKSHOP, 3-7.

(1996). , 12(2), 119-153.

(1991).

(1996).

(1997).

(2000).

. SOPHROLOGY WORKSHOP, 75-96.

(1991).

(1998).

(1980).

, 10(1), 11-17.

(1999).

, 3-29.

, (1999).

alpha-

(1996).

가 , 2(1),

108-117.

(1999).

, 151-163.

(1999).

, 166-183.

(1997).

- (1980). _____, 19(3), 41-43.
- _____, (1991). _____, 21(1), 41-49
- (1994). _____
- _____. _____
- (1992). _____ : _____
- _____, _____, _____ (1996). _____, 26(20), 345-358.
- (1999). _____
- _____, 105-117.
- (1995). _____
- _____. _____
- _____, _____, 가 (1990). _____ - _____
- _____ : _____
- (1974). _____
- _____
- (1992). _____, 31(2), 86-101.
- _____, (1995). _____
- _____, 1(2), 153-173.
- (1995). _____
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- Abstract -

Keyconcept : Taekyo, Prenatal class,
Maternal-fetal attachment, Self
efficacy for delivery

Changes of Maternal-fetal Attachment and Self Efficacy for Delivery after the Taekyo-perspective Prenatal Class

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Kim, Eun Sook *

The purpose of this study was to evaluate the effects on maternal-fetal attachment and self efficacy for delivery using the Taekyo-oriented prenatal class. This class is for 2 hours/week for 4 weeks. The program covers the contents of fetal growth and development including their responding ability, the importance of the uterine environment, sharing the motive and purpose of pregnancy, sharing experiences about pregnancy,

sharing of prejudices against delivery, training of maternal-fetal interaction, understanding delivery, relaxation breathing techniques, maternity exercises, writing letters or prayers to the baby, and declaration of loving the baby. This study took place from March 4th to June 15th, 2000, in a university hospital and community care center, and was done by with a pretest-posttest design, with 55 pregnant women who were within 32-36 weeks pregnant and who agreed to participate in this study. Data was measured twice by self-report by the Cranley's Maternal-fetal Attachment Scale(MFAS, 1981), and the Shin's(1997) Self Efficacy for Delivery Scale at the beginning and at the completion of the class. Data was analyzed by SAS. The study results were:

1. The score of maternal-fetal attachment was significantly increased after the Taekyo perspective prenatal class than before the class. ($t=7.389$, $p=0.000$)
2. The score of self efficacy for delivery was significantly increased after the Taekyo perspective prenatal class than before the class. ($t=8.885$, $p=0.000$)

The above results proved that the present Taekyo perspective prenatal education program was effective in increasing maternal-infant attachment and self efficacy for delivery. Therefore, it is concluded that the existing prenatal class should include Taekyo perspective elements. However, further study is needed to compare the effects with preexisted prenatal class.

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