

Quality of nursing teachers

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Abstract: This study is to analyze the integral quality qualifications in depth among the nursing teacher from the perspective of infantile education experts. This study investigated 7 senior to junior members of infant facility management meeting, who had managed kindergarten having at least 85 registered pupils and 8 nursing teachers for 10 years or longer. As a result of the analysis, it was found necessary to improve aspects related to the sense of responsibility, sincerity, manners, gentleness, positiveness, morality, consideration for others, and flexibility, with proper measures. This study is significant in presenting such a finding indicating the need to find out a more proactive policy support for integrity-related education for teachers.

Keywords: sense of responsibility, sincerity, manners, gentleness, positiveness, morality, consideration for others, flexibility

1 Introduction

For infants, teachers are the first person to meet in a society. Teachers have a huge effect on infants' learning, development and growth status.

Thus, nursing teachers' quality is more important than teachers in any other developmental stage. Good nursing teachers mean the kind of teachers who properly understand the capacity of infants and are able to plan and implement educational programs suitable for their capacity levels. The teaching activities of these nursing teachers will directly affect infants' development progress (Soyeong Bae, Eunhwa Lee, Bugeong Joh, 2002).

Therefore, infant nursing teachers are required to have appropriate integral quality along with specialty. Since their specialty determines nursing education quality, they need to understand the roles expected from them and be well aware of the significance and value of their roles and responsibilities with confidence in and affection for infants as well as considerate integrity. The preceding studies related to nursing teachers' quality, have dealt with teachers' own perception of a desirable teacher or investigated parents, kindergarten directors or teachers for necessary quality for teachers. In other words, the preceding studies have simply analyzed the awareness of ideal quality of teachers while not sufficiently explaining present teachers' problems and current integrity issues of teachers. In this situation, a more specific study would be necessary for a better understanding of integrity quality, in particular, among the infant nursing teacher's qualifications from the infant experts'

perspective. This study seeks to provide the basic material for nursing teacher quality improvement by showing nursing teacher status viewed from experts' perspectives.

2 Research method

The research participants are the heads of infant day care facilities in the Gyeonggi-do region. The 7 participants majored infantile education and have managed private day care center for at least 10 years including the teacher period. The selected centers herein have between 85 and 300 registered pupils. The participants are acquaintances of the study researcher and have a positive attitude and ability to take part in the study discussion actively.

2.1 Research process

Before conducting a group interview, literature review preceded to analyze relevant domestic and overseas studies. And sometimes individual interviews were followed whenever more specific opinions seemed necessary during the group interview. Every interview was recorded with the prior consent of the participants. The recorded data were transcribed after the interview. By referring to the transcribed data and notes during the interview by the researcher, this research data material was established.

3 Research result and conclusion

Main keywords were produced from this research; sense of responsibility, sincerity, morality, positiveness, flexibility, gentleness, manners and consideration for others.

The study findings are concluded as follows;

First, nursing teachers were found to have weaker capacities related to the integral quality as an infant teacher. And measures to address and improve this aspect are necessary.

Second, concerning the integral quality of nursing teachers, it is necessary to establish education and plans to improve aspects related to sense of responsibility, sincerity, manners, gentleness, positiveness, morality, consideration for others and flexibility. It is because the participating center heads were found to regard these aspects especially importantly.

Third, it is needed to explore a method to improve the re-education course for present teachers in a more practical manner. That is, it seems urgent to analyze how effectively teachers' integral-quality improvement education has been reflected in the re-education program for teachers and find out how to improve the situation in this regard.

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