

Present Situation of the Novice Teacher Induction Education

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Abstract

The purpose of this study was to investigate the actual conditions of induction education carried out in Korean kindergartens and to identify teachers' needs in the field of early childhood education. The subjects of this study were 150 novice teachers working for kindergartens located in Busan and Gyeongnam. The result of this study were as follows. First, carried out induction education in kindergartens was mostly executed by senior teachers including a head teacher and a vice-principal. Secondly, concerning the methods of induction education, it was found that this was mostly provided by senior staff including a head teacher, vice-principal, or principal, a personal interview, or informal talks. Thirdly, concerning the frequency of induction education, it was found that this was performed at times depending on personal situations rather than regular time or frequency.

Key words: *Novice teacher, Induction education*

Introduction

Need and Purpose of Study

Being a novice is unfamiliar and difficult for anybody. People feel afraid for first things because they have no experience, lack in understanding, cannot predict things, or may meet with failure. As children have difficulties for a variety of personal or material environment in their first social life in early childhood education institutions,

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adults face many difficulties, especially since many have only just graduated from student status.

According to Spodek and Saracho (1998), since early childhood teachers have a decisive effect on furthering child development and preparing them for their future, they require professionalism with rich knowledge and proper quality (Shin & Gwon, 2004). Although most novice teachers begin their teaching through teacher training programs and teaching practice, they cannot acquire enough quality as an early childhood teacher because of their insufficient experience in the early childhood education field. Undoubtedly, some novice teachers learn many things in the course of adapting themselves to the change from a student to a teacher, but others have some difficulties in the early childhood education field because of their change of life as a teacher give up their teaching.

Such difficulties of novice teachers are often called 'transition shock'. The transition shock appears in the course of establishing a new identity as a teacher or results from the difference between theories learned in college and practice in the field. Consequently, a great difference between theory and practice causes novice teacher's shock (Kim, 2003).

Brock & Grady (2003) states that most novice teachers bear the same responsibility for all duties as experienced teachers, including teaching, class management, inducing child motivation, parent interaction, and other administration duties (Seo, 2006). It is because the experienced teachers expect novice teachers to learn everything during their preservice education and think they would have the same ability as them. However, because novice teachers have no experience in being responsible for class education, it is difficult for them to perform this role perfectly. In other words, according to Carter and Richardson (1989), novice teachers cannot learn when and how to use their skills to listen to a child's request with balance, nor to learn which things happening in the class should be ignored or how much accounted for without practical field experience and responsibility (Kim, 2005).

More specifically, the novice teacher's difficulties are found as follows. First, Vonk (1995) states that when taking charge of the class, novice teachers may have difficulties in teaching children in the class for the first time. In the class, novice

teachers have to deal with the disparity between academic knowledge and practice. Even if they have the knowledge gained from their major, it is difficult to apply it a practical way. Thus, they do not establish basic concepts such as what children feel difficult or what they already know or do not know yet (Kim, 2003, recited). Also, Cross (1995) states that as novice teachers plan their education and prepare proper standards, they feel anxious about exploring their own ways and whether they follow the rules and procedures of educational institutions well (Seo, 2005).

Second, novice teachers have a rough time within the organization in terms of their duties, personal relations, or relationships with fellow teachers. Since a novice teacher is a member of society who has a teaching job, they have professional responsibility and stresses that that entails (Shin, 1999). However, because they do not receive specific training for their job relevant to the characteristics of institutions (Park, et al., 1998, recited), they cannot help find difficulty in forming relationships with the heads of institutions or other fellow teachers. In other words, the lack of proper support or guidance by senior teachers and lack of communication with fellow teachers who could share their difficulties, contributes to the novice teacher's awareness of isolation in the social organization.

Specifically, the informal culture of teachers, students, and early childhood education institutions created by institution members most greatly influence the adaptation process of the teaching professional (Lee, 2005). Many early childhood education institutions are run privately in Korea, and so each institution has its unique individual organization culture. For this reason, novice teachers do not learn or understand such individuality, and so adaptation to specific kindergarten would follow some difficulties.

In most early childhood education institutions, heads, fellow teachers, or parents want novice teachers to manage children and carry out their business from the first day regardless of their novice status just as experienced teachers do. Furthermore, they expect novice teachers to deal with their many duties and adapt to organizational culture in harmony without any help by fellow teachers.

In this way, the difficulties of novice early childhood teachers are very broad, complex, and even simultaneous, ranging from the difficulties encountered in the

classroom to organization; adaptation difficulties. Therefore, teachers should be aware of this situation in order to select the proper steps that will solve these varied problems. Teachers should have the ability to make professional decisions in various situations and the desire to employ such ability along with the care required to teach children (Go, 2003).

For this reason, Katz (1985) suggests that novice teachers need psychological stability including support, understanding, encouragement, conviction, and comfort, arguing that immediate help by principals or senior teachers is important (Go, 2003), achieved effectively through induction education.

Schlechty (1995) suggests that induction education be performed for the purpose of improving skills, knowledge, an attitude, and the values necessary to fulfill the role of professional teacher effectively (Cho, 2005). In teacher education, the induction education program should be designed to provide systematic and continuous helps for the development of professionalism for the first 1-2 years when teachers enter the teaching profession. The induction education could also focus on successful completion of the transition from a pre-service teacher to a teacher, on personal aspects, or on acquiring teaching techniques designed to improve the teacher's teaching ability or lay stress on the adaptation process of socialization (Im, 1999).

This course of induction education can be presented in two aspects: professional support and emotional support. The professional support would have a positive influence on class management and teaching strategies including motivation methods necessary to execute teaching activities, environmental structures and material use, and child guidance, and assessment methods. The emotional support would encourage novice teachers' self-reliance, and reduce job conflicts and job stress (Kim, 2005).

Berry, Nobit, & Hare (1985) argue that the quality of induction education given by novice teachers greatly improves the professionalism of their educational activities and has an important effect on their devotion to their work. Hegler and Dudley (1987) state that the novice teacher induction education can achieve its purpose of increasing its security rate through the improvement of professional quality and happiness in teachers while satisfying the requirements of teaching qualifications (Kim, 2005, recited). Also, Sandefur (1982) suggests that one of the main reasons why teachers

leave the teaching profession during their beginning period is the lack of proper novice teacher induction education. Huling-Austin (1990) and Odell & Farraw (1992) argue that induction education is effective in solving a sense of isolation felt by novice teachers and helping professional development and growth and so reducing the rate of people leaving their jobs (Shin & Gwon, 2004). In order to solve novice teachers' difficulties, many countries execute formal induction through connecting college within the field as a support system for their survival and development, leading to reduced job stress and an improvement in teaching methods in novice teachers (Park & Cho, 2001).

According to the report by MOESC (1992) in Japan, since 1980, several states of the US have legalized the novice teacher induction education, and Japan began to impose a duty of 1-year induction education upon novice teachers since 1992 following legislation in May 1988 (Cho, 2005, recited).

Similarly, the goal of induction education was presented in Korea. A basic research on the development of induction education program model for novice teachers (Park, et al., 1998) suggests that the goal of induction education is to solve several difficulties experienced by novice teachers when they become a teacher from a pre-service teacher and provide an opportunity for professional growth.

Although many Korean researchers support the idea that induction education is helpful in improving teaching ability and make a reasonable decision on education in novice teachers, the government-driven legal induction education is not executed in this country. Instead, early childhood education institutions provide their own induction programs individually. Consequently, the present educational policies do not fully execute the duties of the novice teacher induction programs and even the concept of induction is not perceived by teachers (Im, 2000).

Also, since private kindergartens provide much of the early childhood education in Korea, the induction education of these private kindergarten is executed in a individual and closed way. Thus, it is necessary to develop systematic induction education models and to examine the individual of each. kindergarten and their teachers' needs.

Accordingly, this study intends to collect basic materials to help establish the

content and direction of induction education by examining the actual conditions of induction education carried out in Korean kindergartens as well as investigating teachers' needs in the field of early childhood education.

Based on the objectives suggested above, research problems could be established as follows.

1. How is the induction education carried out in kindergartens?

Methods

Subjects

The subjects of this study were 150 novice teachers (first and second year) working for kindergartens located in Busan and Gyeongnam. Their backgrounds are shown in Table 1.

Table 1. *Subject background*

variable	classification	frequency	percent(%)
career	0-under 1year	56	37.1
	over 1year-under 2years	95	62.9
sex	female	149	98.7
	male	2	1.3
type of kindergarten	private kindergarten	139	92.1
	public kindergarten	12	7.9
class scale	under 3 classes	12	7.9
	4-6 classes	48	31.8
	7-9 classes	49	32.5
	over 10 classes	42	27.8
vice-principal	Yes	102	67.5
	No	49	32.5
head teacher	Yes	132	87.4
	No	19	12.6

Instruments

To examine the actual conditions of induction education for novice teachers carried out in each kindergarten, the questionnaire was made based on Park (1999)'s

research on the development of induction education program models for novice teachers and Cho (2005)'s research on the development of induction education programs for novice teachers. This questionnaire was modified and added to by one professor of early childhood education and four students under the doctor's course in early childhood education. The primarily modified questionnaire was distributed to 10 in-service early childhood teachers in advance. After collecting them, improper contents were modified and contents added for the second time before the final questionnaire was completed. The final questionnaire was given face validity by one professor of early childhood education. The produced questionnaire consisted of 6 items on teacher's general background, 4 items on instructional supervision, 42 items on the process of operation, 16 items on class management, and 6 items on organizational life.

Data Collection and Procedure

500 questionnaires were distributed to kindergartens located in Busan and Gyeongnam from February 1 to March 30, 2007 by person, mail, or e-mail. Of them, 157 were returned and 6 were excluded because of their low response rate.

Data Analysis

Questionnaire materials collected to examine the present situation of novice teacher induction education in this study were then analyzed. For statistical processing, SPSS/PC+12.0 program was used to calculate frequency and percentage.

Results and Interpretation

A. Present Situation of Induction Education

The induction education provided in kindergartens was divided into kindergarten induction and class management. The kindergarten induction included 7 sub-elements: kindergarten situation, child characteristics, parent characteristics, characteristics of local society, educational program characteristics, facilities characteristics, and instructional supervision. Class management included 3 sub-elements: an educa-

tional plan, parent counseling and education, and child behavior guidance.

1. Situation of Kindergarten Induction

The presence of kindergarten induction education was shown in Table 2.

Table 2. *Kindergarten induction education*

classification		frequency	percent(%)	
induction	education of kindergarten situation	Yes	102	67.5
		No	49	32.5
	education of child characteristics	Yes	106	70.2
		No	44	29.1
	education of parent characteristics	Yes	95	62.9
		No	56	37.1
	education of the characteristics of local society	Yes	91	60.3
		No	60	39.7
	education of program characteristics	Yes	81	53.6
		No	70	46.4
	education of facilities characteristics	Yes	118	78.1
		No	33	21.9
	education of instructional supervision	Yes	84	55.6
		No	67	44.4
total		151	100	

As shown in Table 2, 7 items of induction education were examined. Teachers receiving induction education were found to be higher than those not receiving it. More specifically, teachers receiving the induction education in a kindergarten situation (67.5%) were found to be higher than those not receiving (32.5%). Teachers receiving the education of child characteristics (70.2%) were found to be higher those not receiving (29.1%). Teachers receiving the education of parent characteristics (62.9%) were found to be higher than those not receiving (37.1%). Teachers receiving the education of the characteristics of local society (60.3%) were found to be higher than those not receiving (39.7%). Teachers receiving the education of program characteristics (53.6%) were found to be higher than those not receiving (46.4%). Teachers receiving the education of facilities characteristics (78.1%) were found to be higher than those not receiving (21.9%). Finally, teachers receiving the education of

instructional supervision (55.6%) were found to be higher than those not receiving (44.4%).

1) People executing the kindergarten induction education

People executing the kindergarten induction education are shown in Table 3.

Table 3. *People executing the kindergarten induction education*

classification		frequency	percent(%)	
People executing the kindergarten induction education	education on kindergarten situation	principal	54	52.9
		vice-principal	25	24.5
		head teacher	19	18.6
		fellow teachers	4	3.9
		expert from outside	0	0
	total	102	100	
	education on child characteristics	principal	17	16.0
		vice-principal	19	17.9
		head teacher	41	38.7
		fellow teachers	29	27.4
		expert from outside	0	0
	total	106	100	
	education on parent characteristics	principal	11	11.6
		vice-principal	15	15.8
		head teacher	34	35.8
		fellow teachers	32	33.7
		expert from outside	3	3.2
	total	95	100	
	education on the characteristics of local society	principal	15	16.5
		vice-principal	15	16.5
head teacher		27	29.7	
fellow teachers		34	37.4	
expert from outside		0	0	
total	91	100		
education on program characteristics	principal	36	44.4	
	vice-principal	24	29.6	
	head teacher	13	16.0	
	fellow teachers	3	3.7	
	expert from outside	5	6.2	
total	81	100		

classification		frequency	percent(%)	
People executing the kindergarten induction education	education on facilities characteristics	principal	13	11.0
		vice-principal	32	27.1
		head teacher	45	38.1
		fellow teachers	27	22.9
		expert from outside	1	0.8
	total	118	100	
	education on instructional supervision	principal	13	15.5
		vice-principal	19	22.6
		head teacher	52	61.9
		fellow teachers	0	0.0
		expert from outside	0	0.0
	total	84	100	

As shown in Table 3, situation education was most frequently given by a principal (52.9%); child characteristics, by a head teacher (38.7%), and parent characteristics, by a head teacher (35.8%) and fellow teachers (33.7%). Also, the characteristics of local society were most frequently given by fellow teachers (37.4%) and a head teacher (29.7%); the characteristics of education program, by a principal (44.4%) and a vice-principal (29.6%), facilities characteristics, by a head teacher (38.1%) and vice-principal (27.1%). Finally, instructional supervision was most frequently given by a head teacher (61.9%).

2) Methods to execute the kindergarten induction education

The results of the methods to execute the kindergarten induction program are shown in Table 4.

Table 4. *Methods to execute the kindergarten induction program*

classification		frequency	percent(%)	
The methods to execute the kindergarten induction program	education on kindergarten situation	personal interview with senior staff	18	17.7
		formal induction	16	15.7
		whole teachers meeting	54	52.9
		informal talk	13	12.8
		Etc.	1	0.9
	total	102	100	

classification		frequency	percent(%)	
The methods to execute the kindergarten induction program	education on child characteristics	personal interview with senior staff	22	20.8
		formal induction	7	6.6
		whole teachers meeting	31	29.2
		informal talk	46	43.4
		Etc.	0	0
	total	106	100	
	education on parent characteristics	personal interview with senior staff	22	23.2
		formal induction	5	5.3
		whole teachers meeting	28	29.5
		informal talk	39	41.1
		Etc.	1	0.9
	total	95	100	
education on the characteristics of local society	personal interview with senior staff	19	20.9	
	formal induction	1	1.1	
	whole teachers meeting	21	23.1	
	informal talk	48	52.7	
	Etc.	2	2.2	
total	91	100		
education on program characteristics	personal interview with senior staff	11	13.6	
	formal induction	20	24.7	
	whole teachers meeting	43	53.1	
	informal talk	3	3.7	
	Etc.	4	4.9	
total	81	100		
education on facilities characteristics	personal interview with senior staff	22	18.6	
	formal induction	4	3.4	
	whole teachers meeting	48	40.7	
	informal talk	44	37.3	
	Etc.	0	0	
total	118	100		

classification		frequency	percent(%)	
The methods to execute the kindergarten induction program	education on instructional supervision	class observation	60	71.4
		analysis After fliming study	4	4.8
		conference about teaching	18	21.4
		teacher's journal and discussion	1	1.2
		Etc.	1	1.2
	total	84	100	

As shown in Table 4, the methods to execute the kindergarten induction education, was most frequently made through whole teachers meetings (52.9%) and child characteristics. through informal talks (43.4%). Similarly, the education of parent characteristics (41.1%) and the characteristics of local society (52.7%) was most frequently given by informal talks. The education of educational program characteristics (53.1%) and facilities characteristics (40.7%) was most frequently given through whole teachers meetings. Instructional supervision was most frequently made through class observation (71.4%). In sum, the kindergarten induction education was principally given through whole teachers meetings and informal talks.

3) Frequency of the kindergarten induction education

The frequency of the kindergarten induction education was shown in Table 5.

Table 5. *Frequency of the kindergarten induction education*

classification			frequency	percent(%)
The frequency of the kindergarten induction education	education on kindergarten situation	once a year	46	45.1
		twice a year	8	7.8
		over three times a year	5	4.9
		on occasion	43	42.2
	total		102	100
	education on child characteristics	once a year	20	18.9
		twice a year	5	4.7
		over three times a year	9	8.5
		on occasion	72	67.9
	total		106	100

classification			frequency	percent(%)
The frequency of the kindergarten induction education	education on parent characteristics	once a year	17	17.9
		twice a year	4	4.2
		over three times a year	8	8.4
		on occasion	66	69.5
	total		95	100
	education on the characteristics of local society	once a year	20	22.0
		twice a year	6	6.6
		over three times a year	4	4.4
		on occasion	67	67.0
	total		97	100
	education on program characteristics	once a year	41	50.6
		twice a year	17	21.0
		over three times a year	22	27.2
		on occasion	1	1.2
	total		81	100
education on facilities characteristics	once a year	22	18.6	
	twice a year	5	4.2	
	over three times a year	12	10.2	
	on occasion	79	67.0	
total		118	100	
education on instructional supervision	once a year	34	40.5	
	twice a year	6	7.1	
	over three times a year	3	3.6	
	on occasion	41	48.8	
total		84	100	

As shown in Table 5, the situation education was usually executed once a year (45.1%) or on occasion (42.2%). The education of child characteristics, parent characteristics, and the characteristics of local society was often executed at times (67.9%, 69.5%, and 67% respectively). The education of program characteristics was usually executed once a year (50.6%) and most facilities characteristics, at times (67%). Finally, instructional supervision was usually made at times (48.8%).

In sum, while the education of child characteristics, parent characteristics, local society characteristics, facilities characteristics, and instructional supervision were mostly executed at times, the education of kindergarten situation and program characteristics were mostly executed once a year.

2. Class Management

Class management was analyzed in three ways such as discussion on educational plan, parent, and child behavior. Detailed class management is shown in Table 6.

Table 6. *Class management*

classification		frequency	percent(%)	
class management	feedback on educational plan	Yes	102	67.5
		No	49	32.5
	feedback on parents	Yes	106	70.2
		No	44	29.1
	feedback on child behavior guidance	Yes	95	62.9
		No	56	37.1
total		151	100	

As shown in Table 6, it is found that kindergartens which executed three kinds of class management were more than ones not executing. More specifically, the cases with feedback of educational plan (83.4%), parents (80.8%), and child behavior guidance (16.6%) were higher than ones without feedback of educational plan (16.6%), parents (19.2%), and child behavior guidance (12.6%). In sum, in class management, most novice teachers had the feedback of educational plan, parents, and child behavior guidance.

1) People giving feedback in class management

In class management of kindergartens, people giving feedback were shown in Table 7.

Table 7. *People giving feedback in class management*

classification		frequency	percent(%)	
People giving	feedback on educational plan	principal	25	19.8
		vice-principal	25	19.8
		head teacher	52	41.3
		fellow teachers	24	19.1
	total	126	100	

classification		frequency	percent(%)	
People giving	feedback on parents	principal	23	18.8
		vice-principal	25	20.5
		head teacher	55	45.1
		fellow teachers	19	15.6
	total	122	100	
	feedback on child behavior guidance	principal	13	9.8
		vice-principal	26	19.7
		head teacher	53	40.2
		fellow teachers	40	30.3
	total	84	100	

As shown in Table 7, a head teacher was the most frequent person giving the feedback of the educational plan (41.3%) and parent counseling and parent education (45.1%). Also, a head teacher was the most frequent person giving feedback of child behavior guidance (40.2%). In sum, the results suggest that novice teachers most frequently had feedback on the educational plan, parent counseling and parent education, and child behavior guidance from a head teacher.

2) Methods to give feedback in class management

In class management of kindergartens, how novice teachers had feedback was shown in Table 8.

Table 8. *Methods to give feedback in class management*

classification		frequency	percent(%)
How novice teachers had feedback	feedback on educational plan	personal interview with senior staff	52 41.2
		formal induction	22 17.5
		whole teachers meeting	47 37.3
		informal talk	4 3.2
		Etc.	1 0.8
	total	126 100	

classification		frequency	percent(%)	
How novice teachers had feedback	feedback on parents	personal interview with senior staff	40	32.7
		formal induction	40	32.7
		whole teachers meeting	21	16.4
		informal talk	20	16.3
		Etc.	1	0.9
	total	122	100	
	feedback on child behavior guidance	personal interview with senior staff	42	31.8
		formal induction	25	18.9
		whole teachers meeting	22	16.7
		informal talk	41	31.1
		Etc.	2	1.5
	total	132	100	

As shown in Table 8, the feedback of the educational plan was most frequently given through a personal interview with senior staff (41.2%). The feedback of parent counseling and parent education was given through a personal interview with senior staff (37.2%) and the whole teachers meeting (32.7%). The feedback of child behavior guidance was given through a personal interview with senior staff (31.8%) and informal talks (31.1%). In sum, the results suggest that novice teachers most frequently had feedback of the educational plan, parent counseling and parent education, and child behavior guidance through a personal interview with senior staff.

3) Frequency of feedback in class management

In class management of kindergartens, how many novice teachers had feedback was shown in Table 9.

Table 9. *Frequency of feedback in class management*

classification		frequency	percent(%)	
Frequency of feedback in class management	feedback on educational plan	once a month	16	12.7
		once a week	65	51.6
		once a day	12	9.5
		on occasion	33	26.2
	total	126	100	

classification		frequency	percent(%)	
Frequency of feedback in class management	feedback on parents	once a month	25	20.5
		once a week	5	4.1
		once a day	1	0.8
		on occasion	91	74.6
	total	122	100	
	feedback on child behavior guidance	once a month	8	6.1
		once a week	6	4.5
		once a day	7	5.3
		on occasion	111	84.1
	total	132	100	

As shown in Table 9, the feedback of educational plan was usually given once a week (51.6%). The feedback of parent counseling and parent education was usually given at times (74.6%). The feedback of child behavior guidance was usually given at times (84.1%). In sum, the results suggest that novice teachers mostly had feedback of the educational plan, parent counseling and parent education, and child behavior guidance at times or once a week.

B. Difficulties and Induction Education Satisfaction in Novice Teacher

Induction education satisfaction and difficulties in novice teachers are shown in Table 10.

Table 10. *Satisfaction of induction education*

classification		frequency	percent(%)
satisfaction of induction	satisfy	82	54.3
education	not satisfy	69	45.7

Table 11. *Highest areas to be helped in the induction education*

classification		frequency	percent(%)
highest areas to be helped in the induction education	supervision	20	13.2
	education	56	37.1
	relationship with parents	55	36.4
	living in organization	19	12.6
	etc.	1	0.7

As shown in Table 10, while 54.3% of novice teachers was satisfied with their induction education, 45.7% was not. Based on Table 11, the highest areas to be helped in the induction education include early childhood education (37.1%) and relationship with parents (36.4%).

Discussions and Conclusion

This study was conducted to examine the present situation of induction education provided in kindergartens. In order to achieve this purpose, this study now discusses above on the findings.

First, for providers of induction education executed in kindergartens, induction education was mostly executed by senior teachers including a head teacher and a vice-principal. Because of the closed characteristics of kindergartens, only personal interaction or feedback among members within the kindergarten can be achieved.

Such closed and personal structure of induction education makes it difficult to achieve its aim. In other words, the purpose of induction education is to improve professional ability in novice teachers and to help them become familiar with the materials and situations of kindergartens and local resources to solve a sense of isolation and improve their personal happiness (Kim, 2005). Since the form of induction education provided in kindergartens is personal and closed, it limits the subjects to members within the kindergarten. Of course, because each kindergarten has its individual characteristics and backgrounds, it is fundamental to provide induction education by a member very familiar with the kindergarten. However, help should also be provided by an education professional rather than, some members until novice teachers reach a good stage of in their development as a teacher. It accords with the findings by Kim (2005) that professionals such as government school inspectors or academic advisers could be included as an important means by which to support the induction education program. Induction education by a variety of professionals has a thread of connection with the current trend rapidly proceeding in the US, as well as the UK and Australia (Nichol, 1993: Tellze, 1992: Sin, 1999, recited). Accordingly, it is necessary to form a cooperative relationship with a variety of pro-

professionals in early childhood education for effective induction education, and novice teachers should be given advice and cooperation in a proper way based on such varied backgrounds. Furthermore, when national support is given to the induction education program as a way in which to deliver the help and cooperation of early childhood education professionals, a more systematic direction of teacher education can be established.

Secondly, concerning the methods of induction education, and that it is mostly provided by senior staff including a head teacher, vice-principal or principal, a personal interview, or informal talks, these findings suggest that although kindergartens can currently give emotional support between mentor and mentee through a personal interview, the induction education with its focus on a personal interview was not, however, executed in various ways.

The novice teacher should be made aware of the whole system of kindergarten and the education given during this period becomes the foundation for growing into a good teacher. However, current induction education is done simply through the whole teachers' meeting or through personal talks. Such unsystematic methods make it difficult for novice teachers to experience positive educational activity during their period of novice, resulting in weak confidence in their educational activity (Cho, 1998).

The induction program for early childhood teachers proposed by Park (1999) suggests a variety of methods including personal interviews between teachers, materials sharing through teachers association, conferences with academic advisers or early childhood education professionals, workshops, and seminars. However, it is found that although there are such frameworks of induction education, novice teachers cannot be supported in various ways because of diverse untried methods in the field. Accordingly, it is necessary for novice teachers to experience various methods of induction education. National support will be very helpful for a novice teachers to grow into more professional teacher through such diverse methods.

Thirdly, concerning the frequency of induction education, which was found to be performed at times depending on personal situations rather than at a regular time or frequency, this unscheduled execution of induction education creates novice teachers who would find it difficult to perform intentionally and systematically during their

first appointment and it may bring about an unscheduled assessment of induction education. Cho (2005) argues that kindergartens should be operated flexibly according to their unique characteristics and situations and be less standardized. However, for efficient induction education, the induction program should be assessed continuously according to a set course. Through such continuous and systematic education, execution and assessment can be achieved organically. The continuity of these courses may strongly enhance induction education. Accordingly, the induction education framework should become systematic for organic education. When operated flexibly for novice or experienced teachers and sympathetic to the individual situations of kindergartens in such a systematic way, induction education will increase in significance.

However, because many novice teachers are satisfied with the current methods of induction education, if they are added to, more effective induction education suitable to the field can be achieved. Based on these findings, the following suggestions are presented.

First, as found in the results of this study, in the induction education of kindergartens, a variety of early childhood education professionals rather than kindergarten members can help teachers' professional growth. Thus, it is necessary to examine the process of the development in novice and experienced teachers by executing a kindergarten induction program in cooperation with early childhood education professionals.

Second, since induction education is not executed at the national level in Korea, its contents vary with each kindergarten. Thus, induction education should be systematized at the national level as elementary induction education and then its effectiveness should be verified.

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