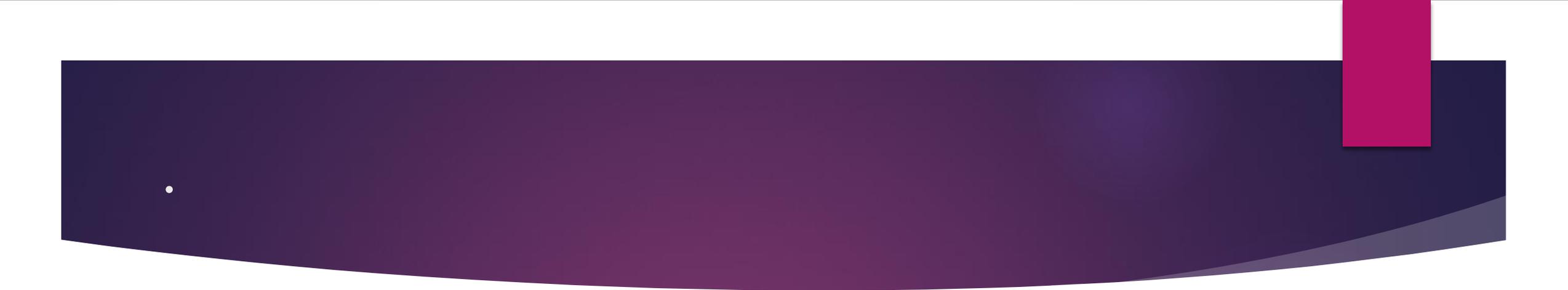




Experiences of newly employed nurse educators (NENE) at a college in Gauteng: A qualitative study

by **Matilda Tshabalala**



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- ▶ Masters study:

- ▶ Supervisor: Prof MM Chabeli; Co-supervisor Mrs P Zibi

- ▶ No conflict of interest

- ▶ Employer: South African Nursing Council (SANC)

- ▶ Masters study – Funded by Gauteng DoH

Background

- ▶ NENE need to be welcomed at the nursing college ...(Booyens, 2013)
- ▶ The first few days are crucial
- ▶ Fresh, updated information (Muller et al., 2014)

Problem Statement

- ▶ Researchers observations
- ▶ “College initiation process”
- ▶ Unwelcoming, Unacceptable.... behaviour
- ▶ High turnover
- ▶ Negative Impact on teaching & learning (O’Brien, 2015)

Research questions

- ▶ What are the experiences of NENE and what can be done to assist the NENE to function effectively?

Research purpose

- ▶ is to explore and describe the experiences of NENE at a nursing college in Gauteng in order to describe recommendations

Research design and method

- ▶ A phenomenological, qualitative & contextual research design (Burns & Grove, 2013)
- ▶ Population; semi-structured individual interview (data saturation)
- ▶ Tesch method of coding (Creswell, 2013)
- ▶ Trustworthiness (Lincoln & Guba, 1985)
- ▶ Ethical considerations (Dhai & McQuiod-Mason, 2014)

Description of findings:

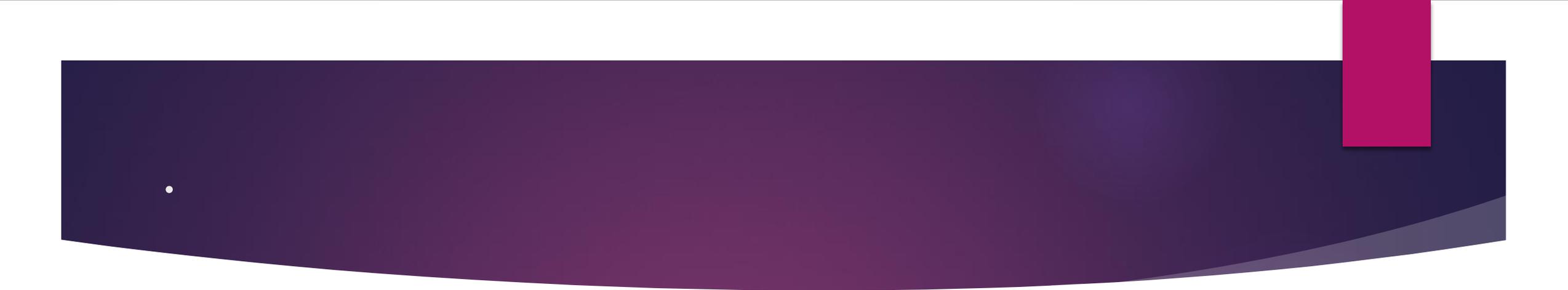
- ▶ 1.1 Poor orientation
- ▶ 1.2 Lack of mentoring
- ▶ 1.3 Workplace bullying

1.1: Poor orientation

One participant stated:

“Our orientation lasted for only 5 days ... I was given content that my colleagues felt they will not teach ... I was very frustrated (Looking saddened)” (Participant 6)

- ▶ Within five days of orientation & increased workload most expectations are not met & therefore due to high level of stress, it is likely that NENE will resign within a short period of time (Chen, 2014).

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- ▶ It is unacceptable educational practice to force..... (Cash et al.,2014)

Recommendations

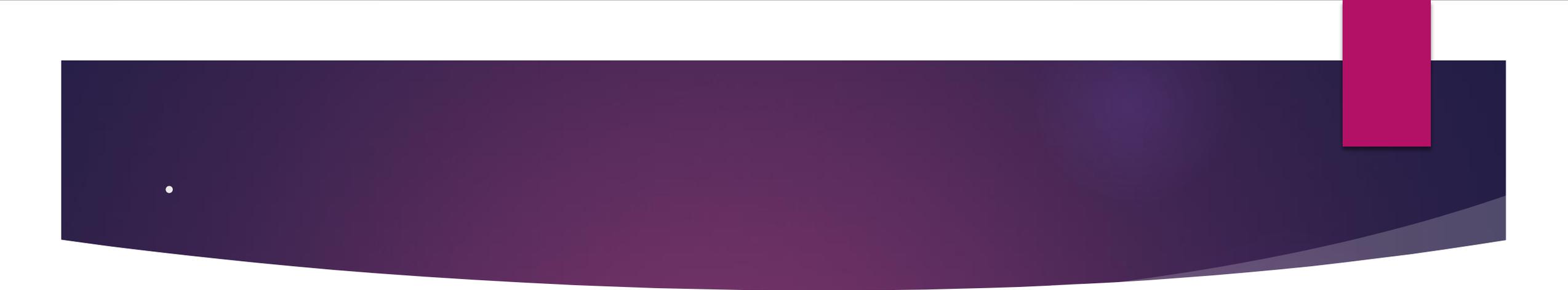
- ▶ NEIs & HODs should reinforce a continuous job-specific orientation related to the actual instructional processes (Booyens, 2014).
- ▶ HODs to allow NENE to teach a subject for a considerable time to gain experience and confidence

1.2: Lack of mentoring

One participant said:

“ I was allocated a group of students to teach and I was not allocated a mentor ... and that made me feel inadequate and incompetent (looking sad)” (Participant 2)

- ▶ The lack of mentoring results in ... lack of belonging, delay in academic adaptation, poor teaching & learning abilities (Jacobson et al., 2015).



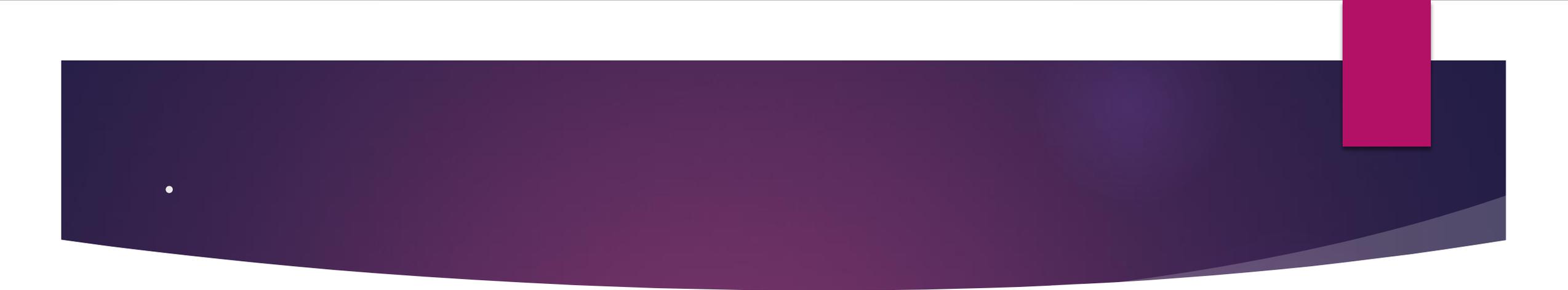
Recommendation

- ▶ NEI should provide formal mentoring programme so that NENE can feel adequate.
- ▶ Proper mentoring will enhance good facilitation skills and it will offer intense support leading to a feeling of competency.

1.3: Workplace bullying

One participant said:

“I’ve never been so miserable and fearful in my entire life ... I used to be so scared of my HOD because she bullies us in front of students ... (face blushing, voice shaking) ... one day she said ‘You are a useless nurse educator and in this college, we don’t need people who must be spoon fed’” (sounding frustrated and sad) (Participant 11)

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- ▶ NENE are miserable and fearful when bullied and it affects teaching in a bad way. (Rocker, 2014) .
 - ▶ Work place bullying has the cycle of fear, hostility (Hutchinson & Jackson, 2014)

Recommendations

- ▶ A zero tolerance approach to bullying; HODs should be workshopped regarding how to identify bullying and bullies in the College.
- ▶ NEI's wellness programmes should include anti-bullying programmes

Limitations and conclusion

- ▶ Contextual nature of the study ... cannot be transferable to other situations
- ▶ Findings can be replicated in different contexts to increase the transferability of the findings

Conclusion

- ▶ Welcomed, supported & acknowledged; HOD/mentor should be considerate, kind & helpful and spend more time spent with the new employees;

THANK YOU



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