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

by Matilda Tshabalala
Masters study:

- Supervisor: Prof MM Chabeli; Co-supervisor Mrs P Zibi
- No conflict of interest
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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
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).
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
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.
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)
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

ANY QUESTIONS


