

16th Clinical Nursing & Nurse Education Conference

November 21-22, 2016 Melbourne, Australia

First year student nurses' perceptions of poor interaction in the classroom environment

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Introduction: Poor interaction in the classroom is a source of stress between nurse educators and first-year student nurses. During the first encounter in the classroom, students are fully dependent on their educators. However, the support that they need might be lacking owing to poor relationships or flawed interaction.

Purpose of the study: To determine the nurse educator and first year student nurses' perceptions of poor interaction in the classroom environment.

Research methodology: The study used qualitative descriptive design to obtain perceptions of nurse educators and student nurses what they regard as examples of poor interaction in the classroom setting. The Population of the study comprised of all first year student nurses registered with the University of Venda for the Baccalaureus Curationis and nurse educators responsible for teaching first-year student nurses in this program. Stratified random sampling was used to obtain two groups of student participants. Forty first year student nurses were divided into two homogenous subsets of 15 males and 25 females. A random sampling was conducted to select 10 males and 15 females. Purposive sampling was used to sample nurse educators who participated in the study. Focused group were used to interview student nurses and in depth individual interview used to gather data from nurse educators. Data analysis was guided by Tech's method using eight steps of open coding.

Results: The study revealed that both nurse educators and first-year student nurses concur that negative interaction inhibited student learning and contributed to negative outcomes in the classroom settings. Nurse educators should provide a stimulating, safe and well managed learning environments in order for students to advance academically.

Biography

R.F. Mathevula has completed her degree from the University the Venda and her working as a Lecturer in University of Venda.

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