

## **ABSTRACT**

### **Teaching Practices of Nurse Educators in Selected Post-Basic Nursing Programmes in Kingston and Students' Reactions to These Practices**

**Mary Louise Grant**

The purpose of this study was to identify the teaching practices of nurse educators in selected post-basic nursing programmes in Kingston and to assess students' reactions to these practices.

A total of nine nurse educators and eighty students were observed at three institutions for a period of seven and a half months. Purposive sampling was utilized to select the three institutions, as well as, the nine educators, three from each of the selected institutions. Through participant observation of forty-five classes, data was collected with respect to the contexts and experiences which were relevant to the participants. Fieldnotes were made during each class session. All of these sessions were taped. Interviews were also utilized to gather essential information from the nine nurse educators. In addition, a questionnaire was administered to obtain relevant data regarding the student's reactions to teaching practices of nurse educators.

The findings of this study indicated that the teaching methodology of the nurse educators studied is mainly didactic in nature. Secondly, their espoused beliefs with respect to the adult learner appeared to be in conflict with their actual teaching practices. Thirdly, the physical environment in which they work seems to

serve as a major deterrent to the teaching-learning process. Fourthly, the study indicates that the nurse educator actually dominates the student-teacher relationship and is apparently of the view that his\her role is solely that of a disseminator of information. The findings also showed that the students mainly played a passive role in the teaching-learning process and seemed quite comfortable with such a role. Finally, students were positive with regards to their social learning environment. This is probably the result of students initiating interpersonal relationships among themselves.

From the analysis of the data collected (and observations made) it was concluded that the teaching practices of nurse educators in this particular study were pedagogical in orientation similarly, the students accepted what Freire referred to as the 'banking' concept of education. These results undoubtedly pose important and serious implications with regards to the self-directedness of the learner in current nursing education practices in Jamaica.