

Thesis Title

The Relationship between Nursing
Educational Philosophy and Teaching
Behavior according to Philosophy of
Nurse Educators in the Ministry of
University Affair.

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ABSTRACT

The purposes of this research were to study, investigate and compare the relationships between nursing educational philosophic ideology and teaching behaviors of the nurse educators concerning educational backgrounds, positions and teaching experiences. The research sample consisted of 347 nurse educators (who had at least one year of teaching experience) working in the government nursing institutions under the jurisdictions of the Ministry of University Affair. Data were collected by using a questionnaire which were divided into two sections, the educational philosophy section and the teaching behavior section. The reliability of the questionnaires were .80 and .76 respectively. Data were analyzed by SPSS[™] and Lotus 123; Statistical methods involved were descriptive statistics, Pearson Product Moment Correlation, t-test, F-test and Fisher Z.

The results of the study were as follows:

1. The nursing educational philosophic ideology of nurse

...tended towards Pragmatism (middle level), Humanistic Existentialism (middle level), Romanticism and Asceticism (low level).

2. The teaching behavior of nurse educators tended towards Pragmatism, Asceticism, Romanticism and Humanistic Existentialism (middle level).

3. There were positive statistically significant relationships at the .05 and .01 levels between nursing education philosophic ideology and teaching behavior in the same ideology at the low level. Furthermore, it was found that there were significant relationships between nursing education philosophic ideology and the teaching behavior in other ideologies; for example, Asceticism ideology was positively related to Romanticism behavior at a .05 level, but was negatively related to Humanistic Existentialism behavior at a .01 level, and Pragmatism ideology was positively related to Humanistic Existentialism behavior at a .01 level.

4. Nursing educational philosophic ideology of nurse educators with bachelor degrees and lower was higher in Asceticism than nurse educators with masters degrees or higher, but in Pragmatism was lower at the .05 and .01 levels respectively.

5. Teaching behavior of nurse educators with masters degrees or higher were higher in Pragmatism and Humanistic Existentialism than nurse educators with bachelor degrees or lower at a .05 level.

6. There were no significant differences in nursing education philosophic ideology and teaching behavior among nurse educators that had different positions and teaching experiences.

7. There was a significant difference of the relationship between nursing education ideology and teaching behavior in Asceticism, between nurse educators with different educational backgrounds at a .05 level, but in other groups there was, no significant difference.