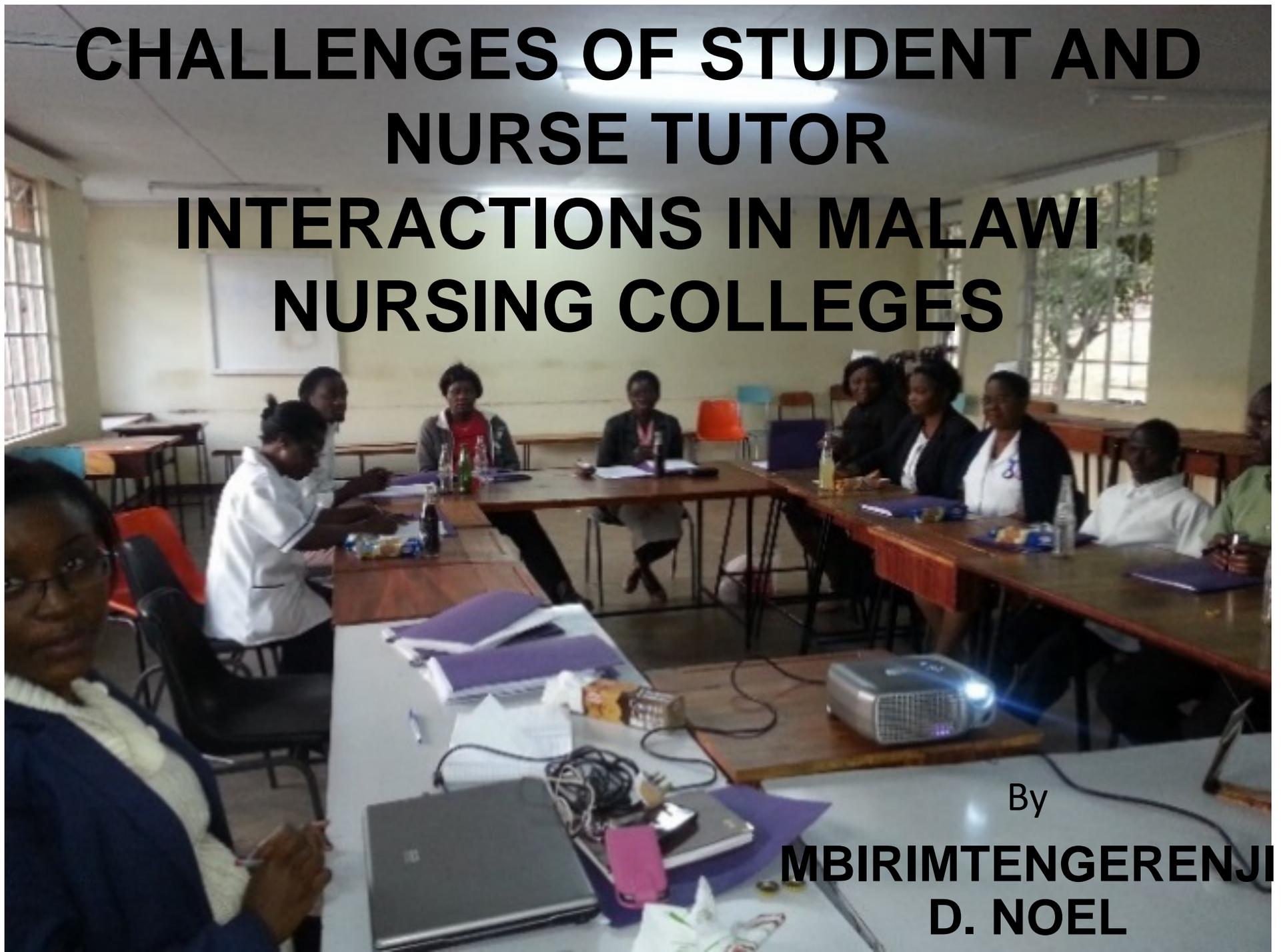


**CHALLENGES OF STUDENT AND
NURSE TUTOR
INTERACTIONS IN MALAWI
NURSING COLLEGES**

CHALLENGES OF STUDENT AND NURSE TUTOR INTERACTIONS IN MALAWI NURSING COLLEGES



By

**MBIRIMTENGERENJI
D. NOEL**

Outline of presentation

INTRODUCTION

- Teaching in nursing education is the **complex process** intended to facilitate learning,
- It is the **nurse tutors who encourage this teaching** and learning discovery through **deliberate interactive teaching actions.**
- Some **outcome actions** or interactive behavior of the nurse tutor are **much to be desired** in most nursing colleges in Malawi.

INTRODUCTION

- Clinical instructors are not prepared academically for their teaching roles.
- Improved interaction between the nurse tutor and the nurse nurses in the classroom and the clinical area require a process of identifying the learning needs and developing learning skills (mathevula, 2012).
- To this effect, the challenges of nurse tutor interaction with the students both in class and at the clinical area has not been rectified in Malawi nursing Colleges.

INTRODUCTION

- Therefore, the main aim of this paper is to assess the challenges of nurse tutor interaction in Malawi nursing colleges.
- The process of student-nurse tutor interaction **promotes, supports, improves** communication, **enhances** motivation, **boosts** student self-esteem and **helps** them to overcome learning problems experienced both in class and at the clinical area.

METHODOLOGY

- The study design for this research is **descriptive exploratory and utilized both qualitative and sequential quantitative** methods.
- This study was conducted in Malawi from **eight CHAM nursing Colleges**. And by 2014 there were 158 tutors in all the 10 CHAM nursing colleges and 2075 students in these colleges.
- **Iterated purposive, Sampling** (IPPS) has been chosen as the recommended sampling frame for nurse tutor challenges of interaction.

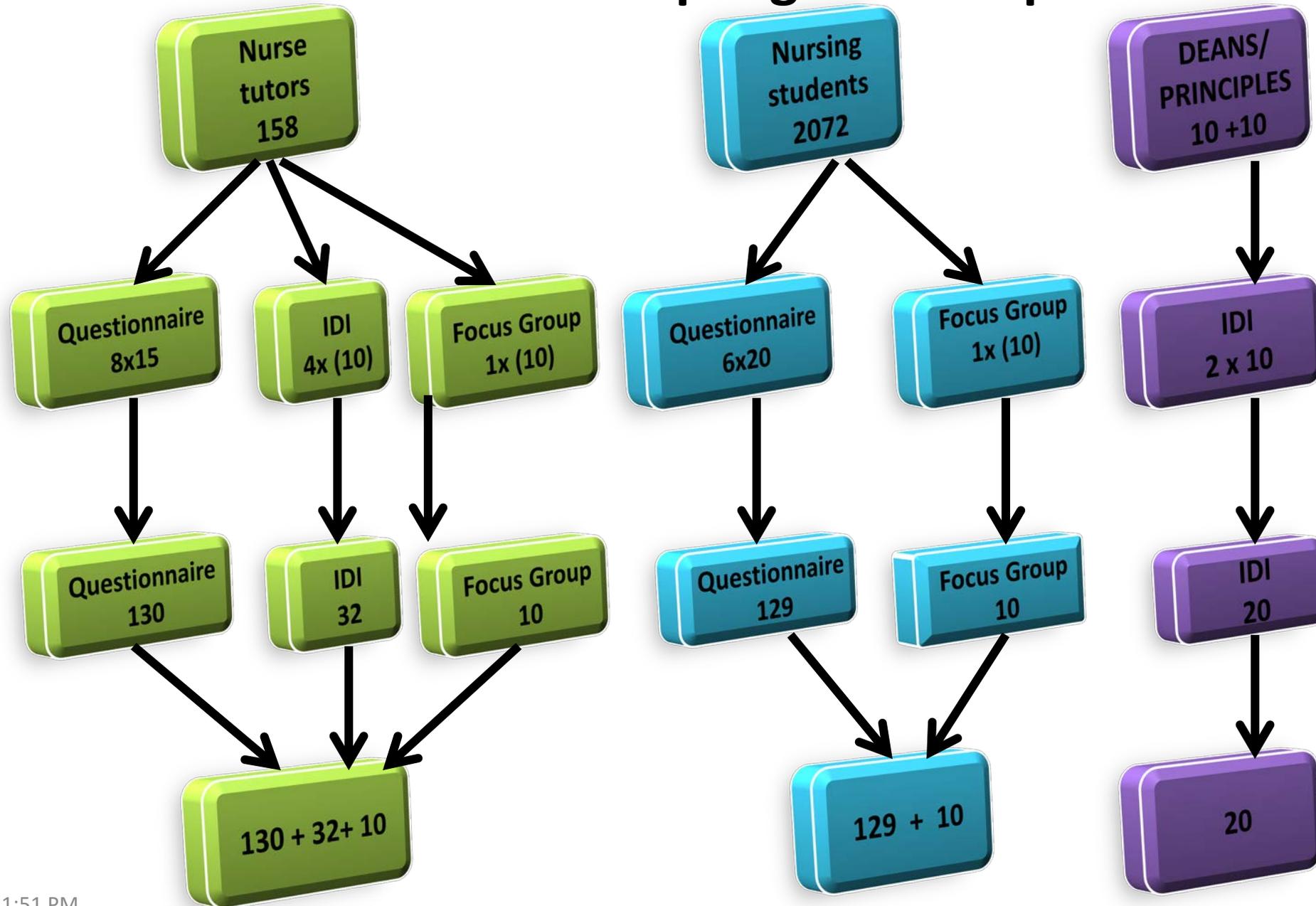
SAMPLE FORMULA

- In order to achieve a sample worthy generalization quantitatively, the sample were obtained from the colleges basing on approximated (**random probability**) number of tutors and students respectively.
- Drawing sample from the population was done until the desired sample achieved and it used the following **sample proportion formula**: *Sample Size = $n / [1 + (n/population)]$ BUT $n = Z^2 P(1-P) / E^2$*

Sample size

- it means that **129 students** and **82 nurse tutors** iterated randomly selected, participated in the study **questionnaire**.
- Moreover, qualitatively, **32 nurse tutors**, **four from**
- each college, were purposively selected for **in-depth interviews**.
- **10 students** from each of the **eight college** also participated in the **focus group discussion (see below)**

Distribution of sampling and sample size





INCLUSION AND EXCLUSION CRITERIA

- The study involved **nurse tutors, nursing students** and **key management people**
- Only **two or more years of experienced** nurse tutors were expected to participate.
- Only those tutors that have undergone the **teaching methodology training** participated.
- All tutors who are **just recruited** and those on transfer and others like **foreign expatriates** were not included

INCLUSION AND EXCLUSION CRITERIA

- have a minimum of nursing **degree** as the professional educational inclusion criteria
- Must also participate in clinical **student instructions**
- **supervision of research** and provide evidence of **scholarly productivity**
- Nurse tutors participated questionnaire were not be legible for **in-depth interview** nor **focus group**
- **second year, third year and fourth year students** of continuous studying.

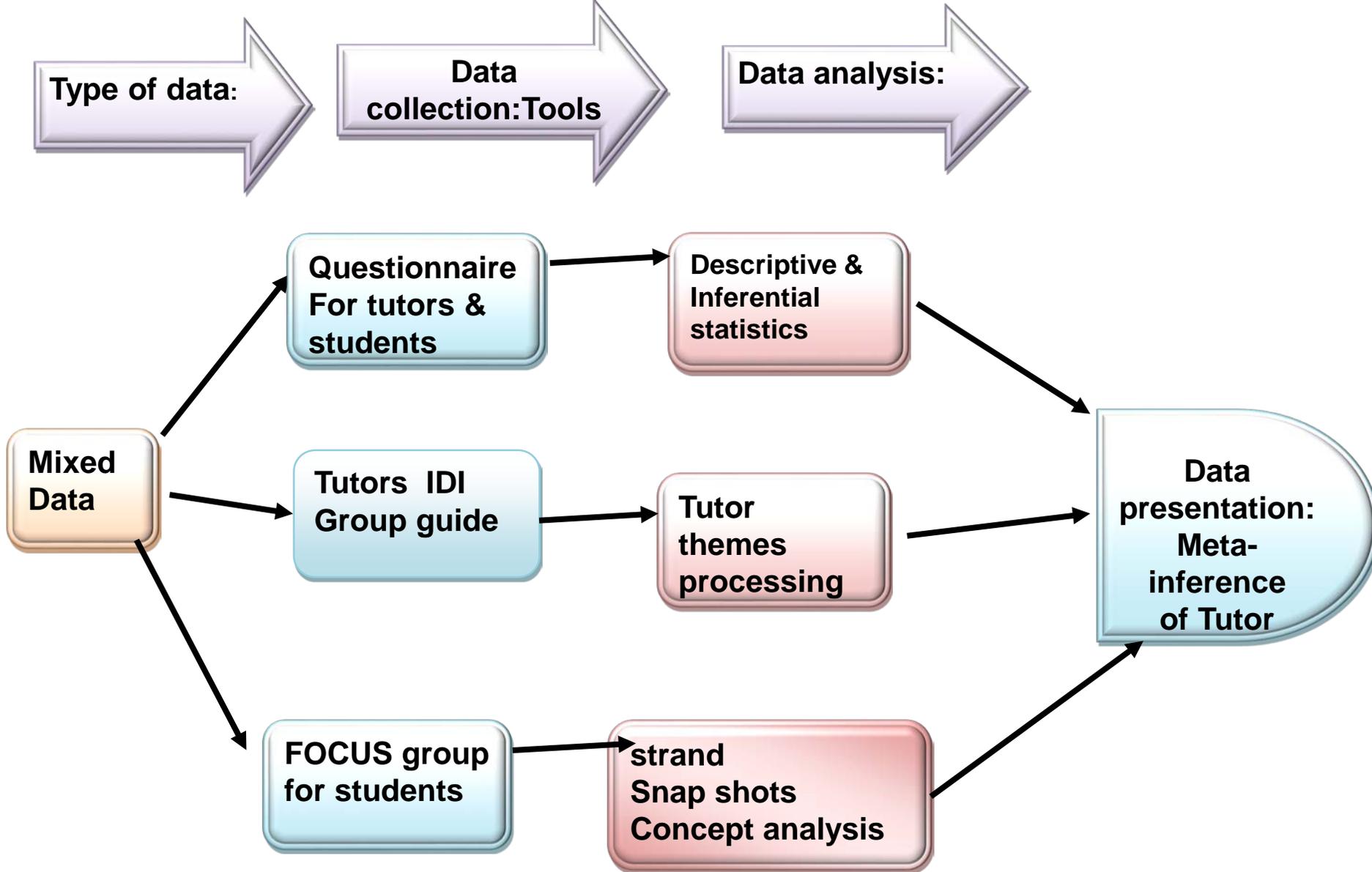
INSTRUMENTS OR TOOLS

- There were **three main instruments** to be used for this study; **structured questionnaire**;
- **In-depth interview (IDI)**
- **Focus Group Discussion (FGD).**
- There **note taking** and **check lists**
- The three instruments thus Questionnaire, In-Depth Interview and Focus Group Discussion was administered **concurrently.**

DATA MANAGEMENT

- Data treatment was done using three instruments mentioned above.
- The questionnaire was analyzed quantitatively;
- In-depth Interview was treated using **Atlas Ti software. qualitatively**
- While focus group notes was processed using available **themes** from the tape recorder and notes.
- This means that for the quantitative data, **SPSS version 21** will be used to generate models that will be useful like logistic regression for the categorical and ordinal variables.
- The treatment was done to avoid bias, observation of validity issues, maintaining reliability values and controlling confounding (See figure; 4)

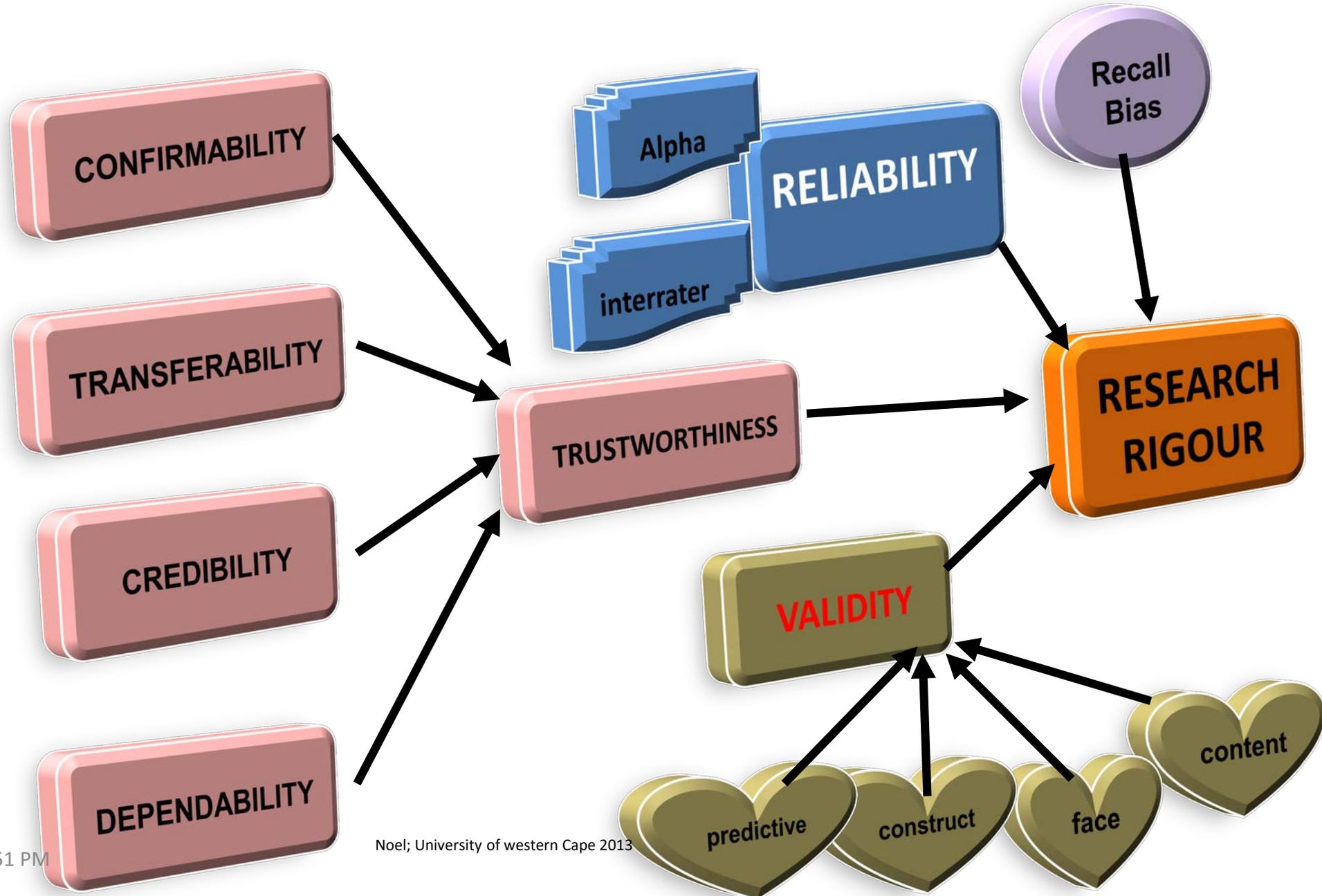
Fig 13: STRUCTURE OF DATA TREATMENT IN NURSING TUTOR ASSESSMENT



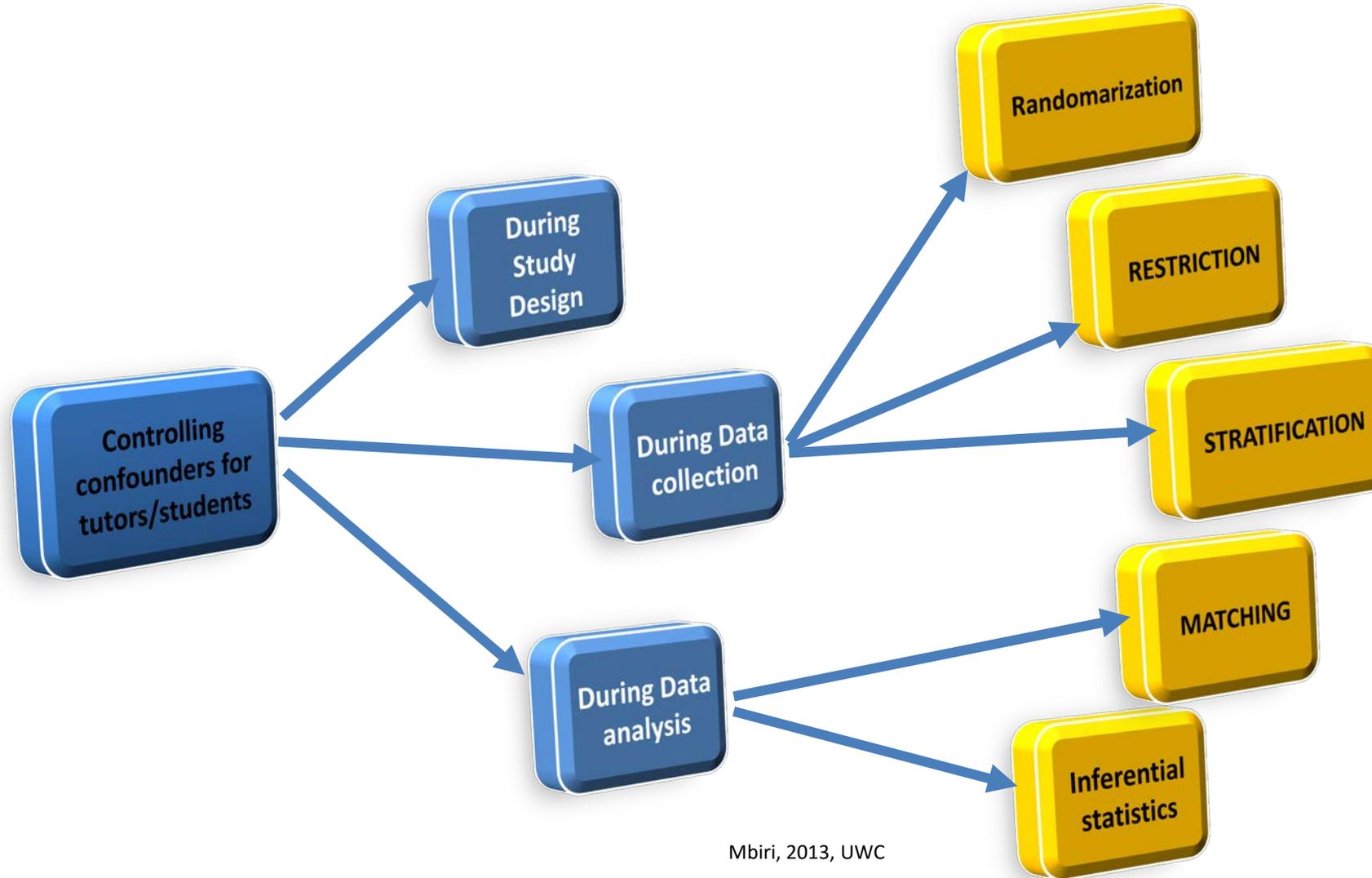
QUALITATIVE DATA ANALYSIS

- Analysis of the qualitative data was done using **ATLAS Ti software**.
- Concepts were **coded** and **transcribed** until the saturation of the data is achieved.
- Those with positive connotation were interpreted and presented conceptually.
- **Strands and concepts** were deeply scrutinized for their peculiarity, intuition, uniqueness and consistency.
- **Strands and snap shots** that revealed intuition and had unique values.

STUDY RIGOUR FOR QUALITATIVE SECTIONS



Control of confounding



Mbiri, 2013, UWC

ETHICAL ISSUES

- This study got **an approval** from highly reputable ethical review boards from two international universities. **University of Western Cape** (UWC) and **University of Malawi** (UNIMA).
- no form of **human rights violations** was encountered.
- **Confidentiality and anonymity** was observed as no name was disclosed throughout the whole research process.
- **Privacy** was paramount and highly observed
- This means that **Baltimore Treaty on Ethical Codes** were observed to the maximum
- **Coercion** to participate in the study was tolerated and all participants.
- **consent to participate** in research was done **in local language**

ETHICAL ISSUES

- **Refusal to participate** or **desire to withdraw** in the study at any time were not resulting in any penalties or loss of benefits
- This will be done to meet the **Nuremburg Code on consent and age** of participants which specifies that the voluntary informed consent of human subject is absolutely essential for different age groups (FHI, 2011:107).

Fig. 3: ADDIE INSTRUCTIONAL MODEL

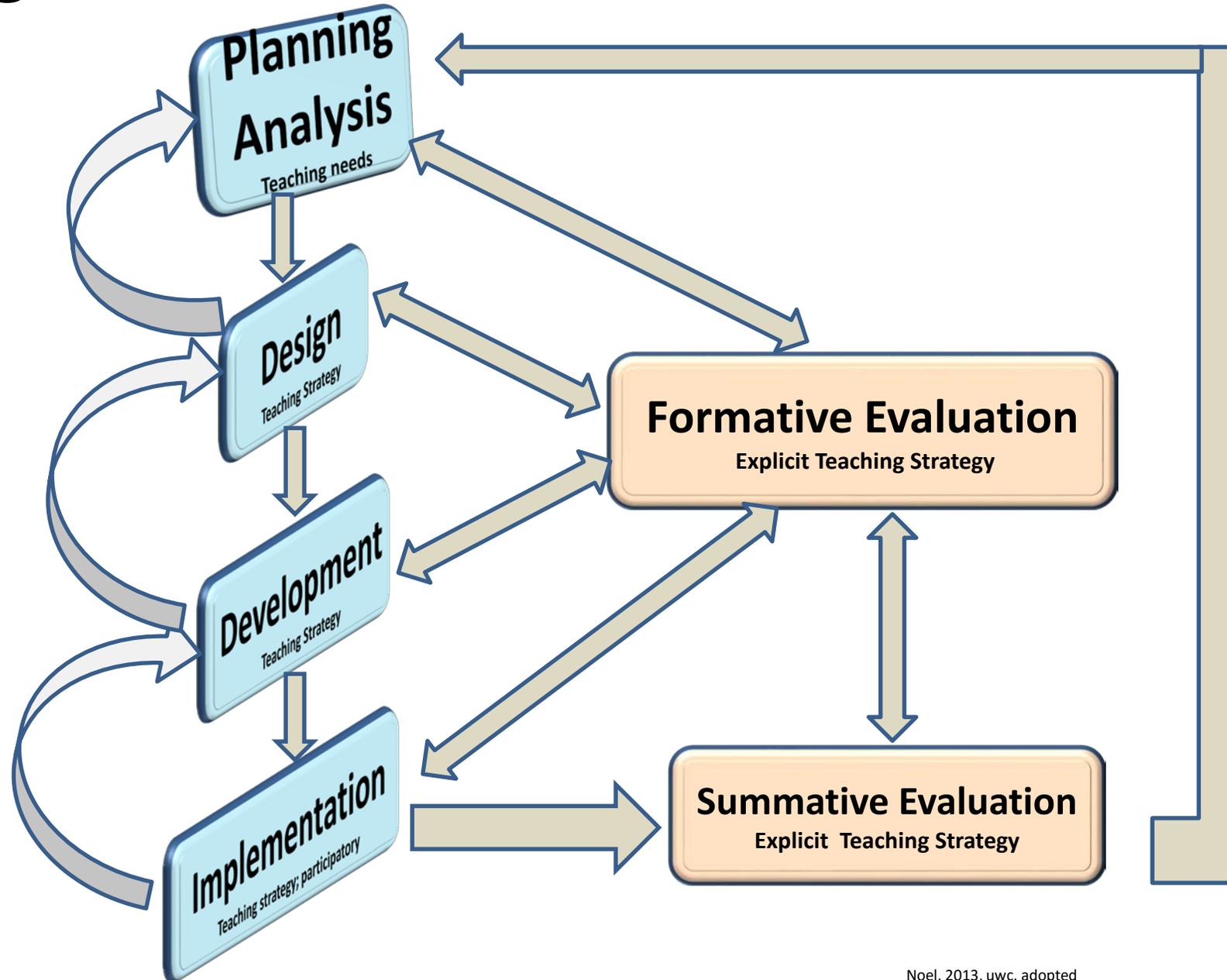
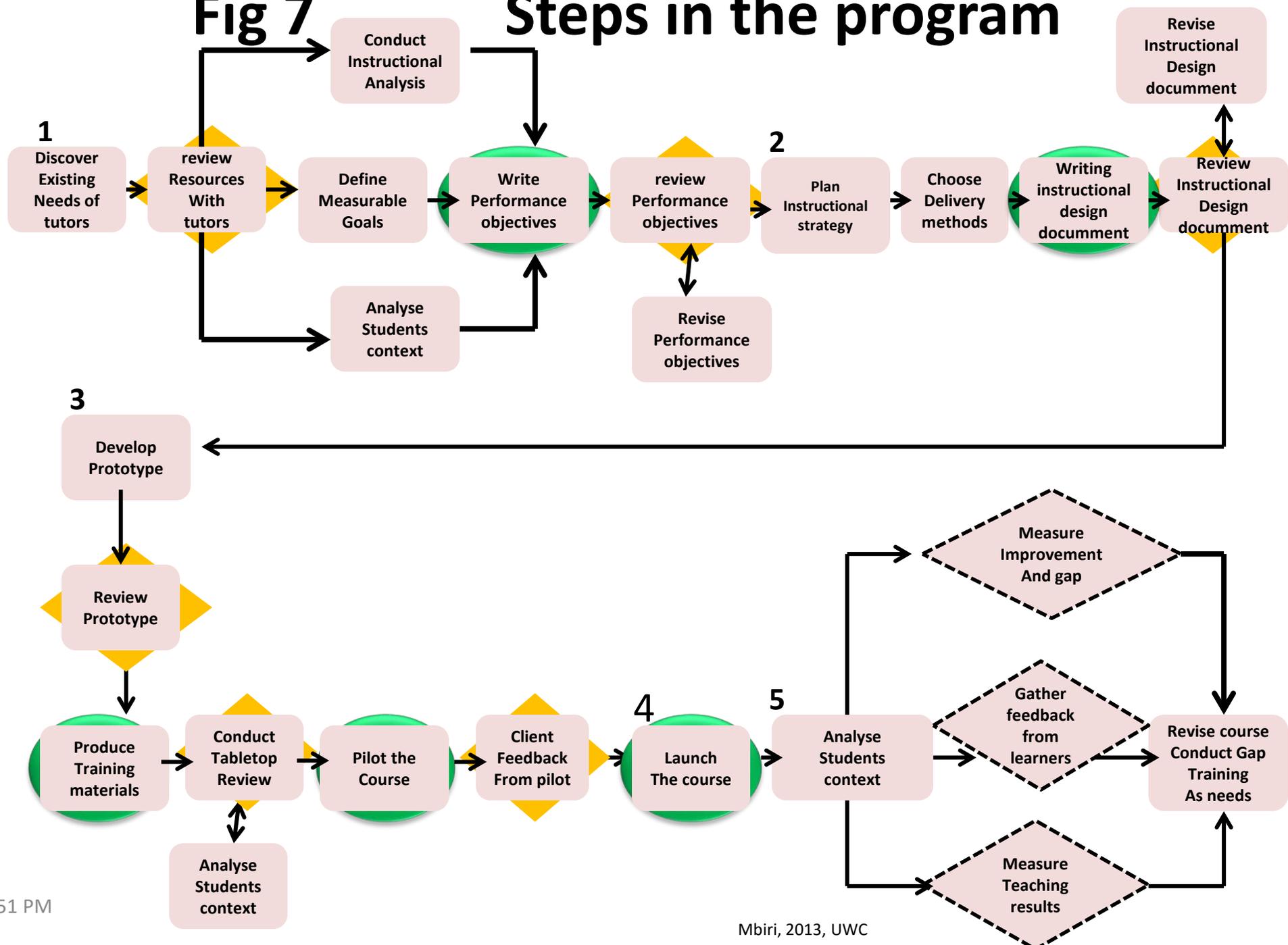


Fig 7 Steps in the program



RESULTS

- The results have shown that there is fear of unknown on interaction between and among nurse tutors and students. For example, one student said:
 - *We students are at the receiving end....., we are supposed to say yes to everything that our madam says. If we argue or show dissatisfaction, we can fail the course.... nonono, this has happen in our class, we know, so don't ask more on this!*
- This indicated that students felt that nurse tutors are rude and threatened students to fail due in class if they are arguing with the nurse tutor.

**: Distribution of students who feels
some Nurse Tutors are just talkative in
class**

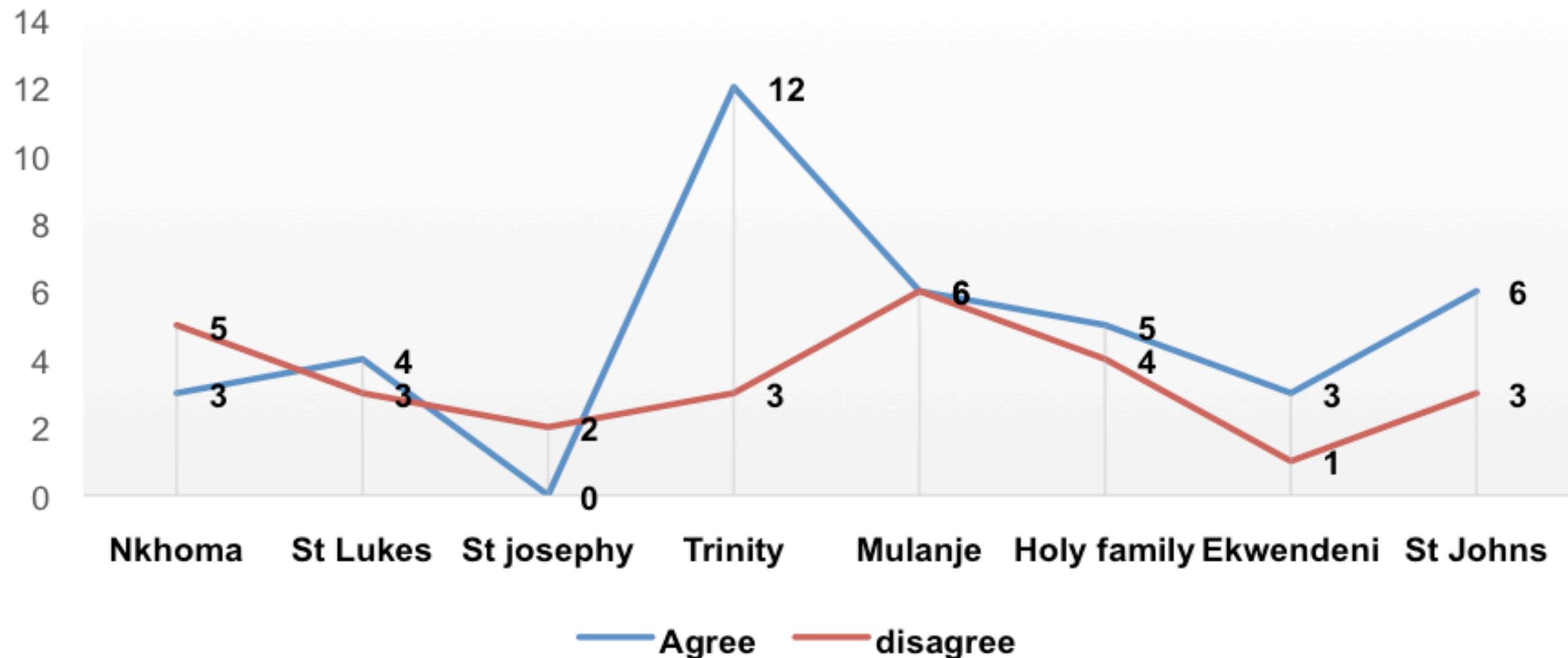


TABLE 5.7: DISTRIBUTION OF STUDENTS AND TUTORS INTERACTION IN DIFFERENT COLLEGES

TUTOR/students	Co-variates	Nkhoma		St. Lukes		St Joseph		Trinity		Mulanje		Holly family		Ekwendeni		St Johns		TOTAL	
		tut	stud	tut	stud	tut	stud	tut	stud	tut	stud	tut	stud	tut	stud	tut	stude	tutor	stude
Tend to be rude to student in class	Strongly agree	1	1	0	1	0	0	0	1	2	4	1	0	1	2	1	1	5	12
	Agree	0	3	1	3	0	1	1	4	0	2	0	5	2	3	0	6	4	27
	Not sure	4	2	1	2	1	0	2	2	1	3	2	4	1	7	2	3	14	29
	Disagree	5	4	1	3	1	0	0	7	3	4	5	7	4	3	2	4	21	32
	Strongly disagree	6	5	2	3	2	4	2	2	4	2	7	3	7	4	8	6	38	29
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
Tend to be talkative in Class when irritated	Strongly agree	2	1	0	1	0	0	0	1	1	2	0	2	1	1	1	2	5	10
	Agree	0	3	0	4	0	0	0	12	1	6	0	5	3	3	1	6	5	39
	Not sure	2	4	1	4	1	2	1	5	1	3	1	3	2	7	2	4	11	32
	Disagree	5	5	2	3	0	2	2	3	3	3	6	6	4	3	1	3	23	28
	Strongly disagree	7	2	2	1	3	2	2	1	4	1	7	3	5	5	8	5	38	20
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
Look aggressive to students	Strongly agree	1	0	0	2	0	1	0	2	0	4	2	2	1	1	1	5	5	17
	Agree	1	0	1	3	0	3	0	8	2	4	2	6	0	2	1	5	7	31
	Not sure	5	2	1	2	0	0	2	5	4	4	3	4	4	6	0	5	19	28
	Disagree	3	9	1	4	0	1	3	5	0	1	4	4	4	6	2	1	14	31
	Strongly disagree	6	4	2	2	4	1	0	2	4	2	3	3	6	4	9	4	37	22
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
tutors Look arrogant to student	Strongly agree	0	0	1	1	0	0	0	1	1	4	0	3	0	3	0	1	2	13
	Agree	0	0	0	1	0	1	0	5	4	6	0	3	0	5	1	8	5	29
	Not sure	9	6	2	2	2	2	2	8	2	2	4	4	4	6	2	3	27	33
	Disagree	1	5	1	6	0	1	0	4	0	1	4	6	5	4	1	3	12	30
	Strongly disagree	6	4	1	3	2	2	3	4	3	2	6	3	6	1	9	5	36	24
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
Tutor always cheerful to students	Strongly agree	9	5	1	3	2	3	1	5	7	6	10	5	7	6	6	8	43	41
	Agree	5	8	4	6	2	3	3	14	2	7	3	11	7	13	4	6	30	68
	Not sure	2	2	0	2	0	0	1	2	0	1	1	2	0	0	2	4	6	13
	Disagree	0	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	5
	Strongly disagree	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	2	2
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129

VARIABLE		In which college do you teach or Learn																	
TUTOR/ students	Co-variates	Nkhoma		St. Lukes		St Joseph		Trinity		Mulanje		Holly family		Ekwendeni		St Johns		TOTAL	
		tut	stud	tut	stud	tut	stud	tut	stud	tut	stud	tut	stud	tut	stud	tut	stude	tutor	stude
Tend to be rude to student in class p-value= 0.079-st	Strongly agree	1	1	0	1	0	0	0	1	2	4	1	0	1	2	1	1	5	12
	Agree	0	3	1	3	0	1	1	4	0	2	0	5	2	3	0	6	4	27
	Not sure	4	2	1	2	1	0	2	2	1	3	2	4	1	7	2	3	14	29
	Disagree	5	4	1	3	1	0	0	7	3	4	5	7	4	3	2	4	21	32
	Strongly disagree	6	5	2	3	2	4	2	2	4	2	7	3	7	4	8	6	38	29
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
Tend to be talkative in Class when irritated p-Value= 0.009-st	Strongly agree	2	1	0	1	0	0	0	1	1	2	0	2	1	1	1	2	5	10
	Agree	0	3	0	4	0	0	0	12	1	6	0	5	3	3	1	6	5	39
	Not sure	2	4	1	4	1	2	1	5	1	3	1	3	2	7	2	4	11	32
	Disagree	5	5	2	3	0	2	2	3	3	3	6	6	4	3	1	3	23	28
	Strongly disagree	7	2	2	1	3	2	2	1	4	1	7	3	5	5	8	5	38	20
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129

Look aggressive to students p-Value=0.083-st	Strongly agree	1	0	0	2	0	1	0	2	0	4	2	2	1	1	1	5	5	17
	Agree	1	0	1	3	0	3	0	8	2	4	2	6	0	2	1	5	7	31
	Not sure	5	2	1	2	0	0	2	5	4	4	3	4	4	6	0	5	19	28
	Disagree	3	9	1	4	0	1	3	5	0	1	4	4	4	6	2	1	14	31
	Strongly disagree	6	4	2	2	4	1	0	2	4	2	3	3	6	4	9	4	37	22
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
tutors Look arrogant to student p-Value=0.052-st	Strongly agree	0	0	1	1	0	0	0	1	1	4	0	3	0	3	0	1	2	13
	Agree	0	0	0	1	0	1	0	5	4	6	0	3	0	5	1	8	5	29
	Not sure	9	6	2	2	2	2	2	8	2	2	4	4	4	6	2	3	27	33
	Disagree	1	5	1	6	0	1	0	4	0	1	4	6	5	4	1	3	12	30
	Strongly disagree	6	4	1	3	2	2	3	4	3	2	6	3	6	1	9	5	36	24
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129
Tutor always cheerful to students p-Value=0.025-st	Strongly agree	9	5	1	3	2	3	1	5	7	6	10	5	7	6	6	8	43	41
	Agree	5	8	4	6	2	3	3	14	2	7	3	11	7	13	4	6	30	68
	Not sure	2	2	0	2	0	0	1	2	0	1	1	2	0	0	2	4	6	13
	Disagree	0	0	0	2	0	0	0	0	0	1	0	1	1	0	0	1	1	5
	Strongly disagree	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	2	2
	TOTAL	16	15	5	13	4	6	5	22	10	15	14	19	15	19	13	20	82	129

TABLE 2: DISTRIBUTION OF TUTORS' WORK- EXPERIENCE & STUDENTS' STUDY EXPERIENCE ON TUTORS-STUDENT INTERACTION

VARIABLES	TUTORS WORK EXPERIENCE				Total n(%)	p-value	STUDENTS STUDY EXPERIENCE N=129				total N(%)	P-VALUE p-value
	1-5years		6 and more yrs				Two year		More than two yrs			
	N	%	N	%	N(%)		N	%	N	%	N(%)	
Always been cheerful to students						0.001						0.646
Strongly disagree	1	50.0%	1	50.0%	2(100)		1	50.0%	1	50.0%	2	
Disagree	0	.0%	1	100.0%	1(100)		2	40.0%	3	60.0%	5	
Not sure	3	50.0%	3	50.0%	6(100)		7	53.8%	6	46.2%	13	
agree	11	36.7%	19	63.3%	30(100)		24	35.3%	44	64.7%	68	
Strongly agree	17	39.5%	26	60.5%	43(100)		20	48.8%	21	51.2%	41	
Very academically sociable in class & Clinical area						0.001						0.053*
Strongly disagree	1	50.0%	1	50.0%	2(100)		2	50.0%	2	50.0%	4	
Disagree	0	.0%	5	100.0%	5(100)		6	54.5%	5	45.5%	11	
Not sure	0	.0%	5	100.0%	5(100)		4	42.9%	8	57.1%	14	
agree	15	48.4%	16	51.6%	31(100)		26	36.6%	45	63.4%	71	
Strongly agree	16	36.4%	28	63.6%	44(100)		14	48.3%	15	51.7%	29	

Mostly considerate to student												
Strongly disagree	0	.0%	2	100.0%	2(100)	0.034	1	50.0%	1	50.0%	2	0.769
Disagree	2	50.0%	2	50.0%	4(100)		7	53.8%	6	46.2%	13	
Not sure	6	60.0%	4	40.0%	10(100)		5	33.3%	10	66.7%	15	
agree	16	36.4%	28	63.6%	44(100)		29	39.2%	45	60.8%	74	
Strongly agree	8	36.4%	14	63.6%	22(100)		12	48.0%	13	52.0%	25	
Very reflective in teaching												
Strongly disagree	0	0.0%	0	0.0%	0(0)	0.028	1	50.0%	1	50.0%	2	0.251
Disagree	1	50.0%	1	50.0%	2(100)		2	33.3%	4	66.7%	6	
Not sure	6	54.5%	5	45.5%	11(100)		4	30.8%	9	69.2%	13	
agree	14	32.6%	29	67.4%	43(100)		33	41.2%	47	58.8%	80	
Strongly agree	11	42.3%	15	57.7%	26(100)		14	50.0%	14	50.0%	28	
Motivate my student to work hard												
Strongly disagree	0	.0%	2	100.0%	2	0.051	1	25.0%	3	75.0%	4	0.193
Disagree	0	0	0	0	0		3	42.9%	4	57.1%	7	
Not sure	5	83.3%	1	16.7%	6		5	55.6%	4	44.4%	9	
agree	11	42.3%	15	57.7%	26		26	34.7%	49	65.3%	75	
Strongly agree	16	33.3%	32	66.7%	48		19	55.9%	15	44.1%	34	
At times Look arrogant to student												
Strongly disagree	1	25.0%	3	75.0%	4	0.022	8	33.3%	16	66.7%	24	0.018*
Disagree	3	75.0%	1	25.0%	4		10	33.3%	20	66.7%	30	
Not sure	9	39.1%	14	60.9%	23		11	33.3%	22	66.7%	33	
agree	11	34.4%	21	65.6%	32		17	58.6%	12	41.4%	29	
Strongly agree	8	39.0%	11	61.0%	19		8	61.5%	5	38.5%	13	

TABLE 3: ASSOCIATION OF TUTORS WORK EXPERIENCE, STUDENTS STUDY EXPERIENCE ON TUTOR-STUDENT INTERACTION

Tutors who AGREE on Student -tutor INTERACTION CHALLENGES	Tutors work experience						Students study experience							
	Beta		WARD	sig	ODD	Confidence interval		Beta		WARD	sig	ODD	Confidence interval	
						lower	upper					lower	upper	
Always cheerful to students	-.082			.035	.851	.922	.394	2.156	.583	.956	.328	1.791	.557	5.764
Academically sociable	-.259			.271	.603	.772	.291	2.047	.427	.697	.404	1.532	.563	4.170
Mostly considerate to students	.111			.134	.714	1.117	.617	2.023	.287	.293	.589	1.333	.471	3.774
Very reflective in teaching	-.061			.027	.870	.941	.454	1.952	-1.326	2.596	.107	.265	.053	1.332
Motivate students to hard work	.208			.268	.605	1.231	.561	2.704	.813	1.366	.243	2.255	.577	8.815
At Times Look arrogant									-1.074	7.205	.007	.342	.156	.748
Open minded on student needs	1.127			3.805	.051	3.087	.995	9.579	1.044	4.314	.038	2.842	1.061	7.613
Look compassionate to students	-.088			.034	.854	.916	.357	2.345	-.681	1.977	.160	.506	.196	1.308
Advocate for students welfare	-.250			.288	.591	.779	.313	1.939	.378	.611	.434	1.460	.565	3.767
Role model for behavioural change				.508	.476	.719	.291	1.780	-.522	.915	.339	.594	.204	1.728
Tend to be respectful to students	-.249			.192	.662	.779	.255	2.378	-.201	.186	.666	.818	.328	2.039
Is Enthusiastic during teaching	1.442	1.092	.296			4.230	.283	63.280	1.641	1.651	.199	5.162	.422	63.120
Always shows commitment to students	18.327	.000	.999			91102294.587	.000	.	-2.345	1.903	.168	.096	.003	2.683
Approachable to student	-38.201	.000	.998			.000	.000	.	.258	.088	.767	1.294	.236	7.103
Is very trustworthy in student affaires	-1.249	.429	.513			.287	.007	12.047	-.005	.000	.996	.995	.149	6.638
Addresses sensitive issues	-.203	.025	.874			.816	.066	10.022	.102	.006	.937	1.108	.088	14.006
Honest on students welfare	1.648	1.153	.283			5.195	.257	105.092						

TABLE 3: ASSOCIATION OF TUTORS WORK EXPERIENCE, STUDENTS STUDY EXPERIENCE ON TUTOR-STUDENT INTERACTION

Tutors who AGREE on Student -tutor INTERACTION CHALLENGES	Tutors work experience						Students study experience							
	Beta		WARD	sig	ODD	Confidence interval	Beta		WARD	sig	ODD	Confidence interval		
						lower	upper					lower	upper	
Always cheerful to students	-.082			.035	.851	.922	.394	2.156	.583	.956	.328	1.791	.557	5.764
Academically sociable	-.259			.271	.603	.772	.291	2.047	.427	.697	.404	1.532	.563	4.170
Mostly considerate to students	.111			.134	.714	1.117	.617	2.023	.287	.293	.589	1.333	.471	3.774
Very reflective in teaching	-.061			.027	.870	.941	.454	1.952	-1.326	2.596	.107	.265	.053	1.332
Motivate students to hard work	.208			.268	.605	1.231	.561	2.704	.813	1.366	.243	2.255	.577	8.815
At Times Look arrogant									-1.074	7.205	.007	.342	.156	.748
Open minded on student needs	1.127			3.805	.051	3.087	.995	9.579	1.044	4.314	.038	2.842	1.061	7.613
Look compassionate to students	-.088			.034	.854	.916	.357	2.345	-.681	1.977	.160	.506	.196	1.308
Advocate for students welfare	-.250			.288	.591	.779	.313	1.939	.378	.611	.434	1.460	.565	3.767
Role model for behaviour change	-.330			.508	.476	.719	.291	1.780	-.522	.915	.339	.594	.204	1.728
Tend to be respectful to students	-.249			.192	.662	.779	.255	2.378	-.201	.186	.666	.818	.328	2.039
Is Enthusiastic during teaching	1.442	1.092	.296		4.230		.283	63.280	1.641	1.651	.199	5.162	.422	63.120
Always shows commitment to students	18.327	.000	.999		91102	294.587	.000	.	-2.345	1.903	.168	.096	.003	2.683
Approachable to student	-38.201	.000	.998		.000		.000	.	.258	.088	.767	1.294	.236	7.103
Is very trustworthy in student affaires	-1.249	.429	.513		.287		.007	12.047	-.005	.000	.996	.995	.149	6.638
Addresses sensitive issues	-.203	.025	.874		.816		.066	10.022	.102	.006	.937	1.108	.088	14.006
Honest on students welfare	1.648	1.153	.283		5.195		.257	105.092						

TABLE 3: ASSOCIATION OF TUTORS WORK EXPERIENCE, STUDENTS STUDY EXPERIENCE ON TUTOR-STUDENT INTERACTION

Tutors who AGREE on Student -tutor INTERACTION CHALLENGES	Tutors work experience						Students study experience						
	Beta	WARD	sig	ODD	Confidence interval		Beta	WARD	sig	ODD	Confidence interval		
					lower	upper					lower	upper	
Always cheerful to students	-.082		.035	.851	.922	.394	2.156	.583	.956	.328	1.791	.557	5.764
Academically sociable	-.259		.271	.603	.772	.291	2.047	.427	.697	.404	1.532	.563	4.170
Mostly considerate to students	.111		.134	.714	1.117	.617	2.023	.287	.293	.589	1.333	.471	3.774
Very reflective in teaching	-.061		.027	.870	.941	.454	1.952	-1.326	2.596	.107	.265	.053	1.332
Motivate students to hard work	.208		.268	.605	1.231	.561	2.704	.813	1.366	.243	2.255	.577	8.815
At Times Look arrogant								-1.074	7.205	.007	.342	.156	.748
Open minded on student needs	1.127		3.805	.051	3.087	.995	9.579	1.044	4.314	.038	2.842	1.061	7.613
Look compassionate to students	-.088		.034	.854	.916	.357	2.345	-.681	1.977	.160	.506	.196	1.308
Advocate for students welfare	-.250		.288	.591	.779	.313	1.939	.378	.611	.434	1.460	.565	3.767
Role model for behaviour change	-.330		.508	.476	.719	.291	1.780	-.522	.915	.339	.594	.204	1.728
Tend to be respectful to students	-.249		.192	.662	.779	.255	2.378	-.201	.186	.666	.818	.328	2.039
Is Enthusiastic during teaching	1.442	1.092	.296		4.230	.283	63.280	1.641	1.651	.199	5.162	.422	63.120
Always shows commitment to students	18.327	.000	.999		91102294.587	.000	.	-2.345	1.903	.168	.096	.003	2.683
Approachable to student	-38.201	.000	.998		.000	.000	.	.258	.088	.767	1.294	.236	7.103
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conclusion

- Some tutors do not know the current **explicit student centred teaching strategies**
- Student tutor **interactions remain a big challenge** and impinges learning process in all colleges
- **Lack of teaching commitment** is facilitating massive student failure and an professional behaviour to students

CONCLUSION

- **inadequate funding** remain a big barrier to tutor and student teaching and learning process respectively
- **Unavailability and Shortage of tutors** to the clinical area remain a big challenge in skill acquisition and timely communication to students
- Students are not **participating in college decision** making processes
- There was need to **develop new teaching strategy.**

Thank you for listening

