Readiness of Nursing and Health Sciences Faculty at Bethlehem University for Adopting the Student-Centered Approach in Learning and Teaching

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Introduction & Background

- Student centered-approach can be defined as an approach to education focusing on the need of students rather than those of others involved in the educational process such as teachers and administrators . It focuses on the various learning styles of the students in guiding teaching strategies, it has been a major focus of researchers since 1960s (Faucet, 1963, Sund, 1974, Glasgow, 1997).

Introduction & Background

- Student centeredness focus on the need of students to guide academic institutions strategies has received very little attention (Popejoy, 1994, McConbs, 1997).

- The academic institutions that adopt Student's-Centeredness Approach (SCA) will be more successful in terms of more achievements and student's motivation (Kinkead & Harris, 1993).

- The teaching –learning process is a shared one between the students and teachers.

Problem Statement

- As lecturers in the Nursing and health Sciences Faculty since long time we believe that our main concern is not limited to the fact that students do well on written tests of recognition and recall, however, we expect from our students to be more active in their learning process, independent, use critical thinking skills during their practice and apply what they have been taught in lecture rooms to the care of their patients. In addition these students should be also able to recognize when their knowledge and skills are not enough to certain clinical situations, therefore, they should look for the needed information and skills to such a situation.

Problem Statement. Cont.

- According to our knowledge and experience we can say that most of the lecturers are following the conventional or the traditional approach in teaching , this approach is no longer appropriate since it limits the students' participation in their learning process. As we live in a society with many rapid changes, high technology, high demographic changes which is highly competitive, it is important to guide the development of the profession to adapt and inspire change, we need a transformation in the health systems, as we need transformational leadership; we need change in organisational, learning climates and change in leadership style. The students should be prepared to join their profession society.

Research Goals

- To assess the readiness of the Nursing and Health Sciences Faculty for adopting the Student-Centered Learning Approach (SCLA) in the teaching –learning process at Bethlehem university.

- Improve the quality of the teaching- learning process in the Nursing and Health Sciences Faculty.

- Create a culture of learning among students that promote their critical thinking abilities.

Research Site and Design

- **Site**: The study was conducted at Bethlehem University, in the nursing and health Sciences Faculty.

- **Design**: The researchers adopted the triangulation research method:

- A non-experimental, cross-sectional, descriptive survey was used in this study . A self administered questionnaire was used.

- Two focus groups were conducted one with student and the other with teachers from Nursing and health Sciences Faculty.

Study Population and Sample

- The target population was the student body in the Nursing and health Sciences Faculty, in-addition to all part time and full time teaching faculty.
- Sample: For the quantitative part: It was a purposive one.

The sample size was 305 students who met the eligibility criteria of:

-Student from Nursing and health Sciences Faculty.

-Under graduate student.

-Full time student.

Sample. Cont.

- For Qualitative sample which was also a purposive one, it composed of 16 students (8 females and 8 males). And 6 full time workers from the faculty and one part time teacher.

Instruments

Item	# of items	scale					
Part 1: Demographic v.	12						
Part 2: educational process	9	Likert	**Always 5**	**Often 4**	**Sometimes 3**	**Rarely 2**	**Never 1**
Part 3: educational environment	14	Likert	**Strongly Agree 5**	**Agree 4**	**Neutral 3**	**Disagree 2**	**Strongly Disagree 1**
Part 4: students' suggestions	7						

Data Collection

223 questionnaires were completed and returned back by the students with response rate 74%.

Reliability & Validity of the instrument

- For reliability, alpha coefficient was calculated to check the internal consistency of the instrument.

- content validity and Person's correlations done (*P*=0.01) .

| Domain	N	Number of statements	Cronbach's alpha
Educational Process	223	9	0.77
Educational Environment	223	14	0.85

Analysis of data

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- The data was analysed, mostly by using SPSS; descriptive analysis using frequencies, means, and SD; ANOVA and t-test used to examine the difference between groups. The level of probability was set at $p \leq 0.05$.

| Educational Process	Mean	SD
The teacher is the center of the educational process in the university	3.88	0.82
The student plays a major role in the education process in terms of preparation and participation within groups without major relying on the teacher	3.65	0.89
I participate in evaluation of the quality of our faculty programs at least once a semester. This involves evaluation for both the theory and clinical components in relation to the teacher performance, clinical instructor performance and the clinical setting	3.48	1.24
The teacher uses different Methodology in the educational process (Participation, group discussions) and it is not limited to the traditional lecture type	3.46	1.09
The student has a major role in the evaluation of the major courses	3.33	1.16
The faculty seriously considers the students comments and feedback	2.75	1.12
The faculty evaluates the degree of the student satisfaction with the educational process on regular basis	2.66	1.21
The faculty conduct a survey to assess the students need in the educational process on regular basis	2.59	1.05
The faculty meets with the students at least once a year for need assessment in relation to programs and services	2.52	1.18

Educational Environment	Mean	SD
The library services fulfill my academic needs	3.72	0.92
The students receive adequate help in the university library	3.60	0.92
The number of students in each course is suitable with the class room size	3.53	1.17
The faculty laboratories are well equipped with the needed equipment for training	3.51	1.07
The university computer center provides the needed help for the students in their education	3.43	1.10
The classrooms are equipped with computers, LCD and sound system	3.43	1.15
The square area of each classroom is suitable	3.42	1.06
It is easy to find a computer in the university whenever I need it for my study	3.40	1.10
The library course offered in the university assisted me in my university education	3.36	1.12
The number of computers in the university meets my academic needs	3.28	1.05
The students receive adequate and suitable services in the university computer center in terms of guidance and assistance	3.28	1.04
The university library has enough online data base	3.19	1.10
In general, I am satisfied with the current educational process in the faculty which involves lectures, exams and power point presentations	3.05	1.23
The classrooms are suitable in terms of seats, light, temperature and ventilation	2.90	1.20

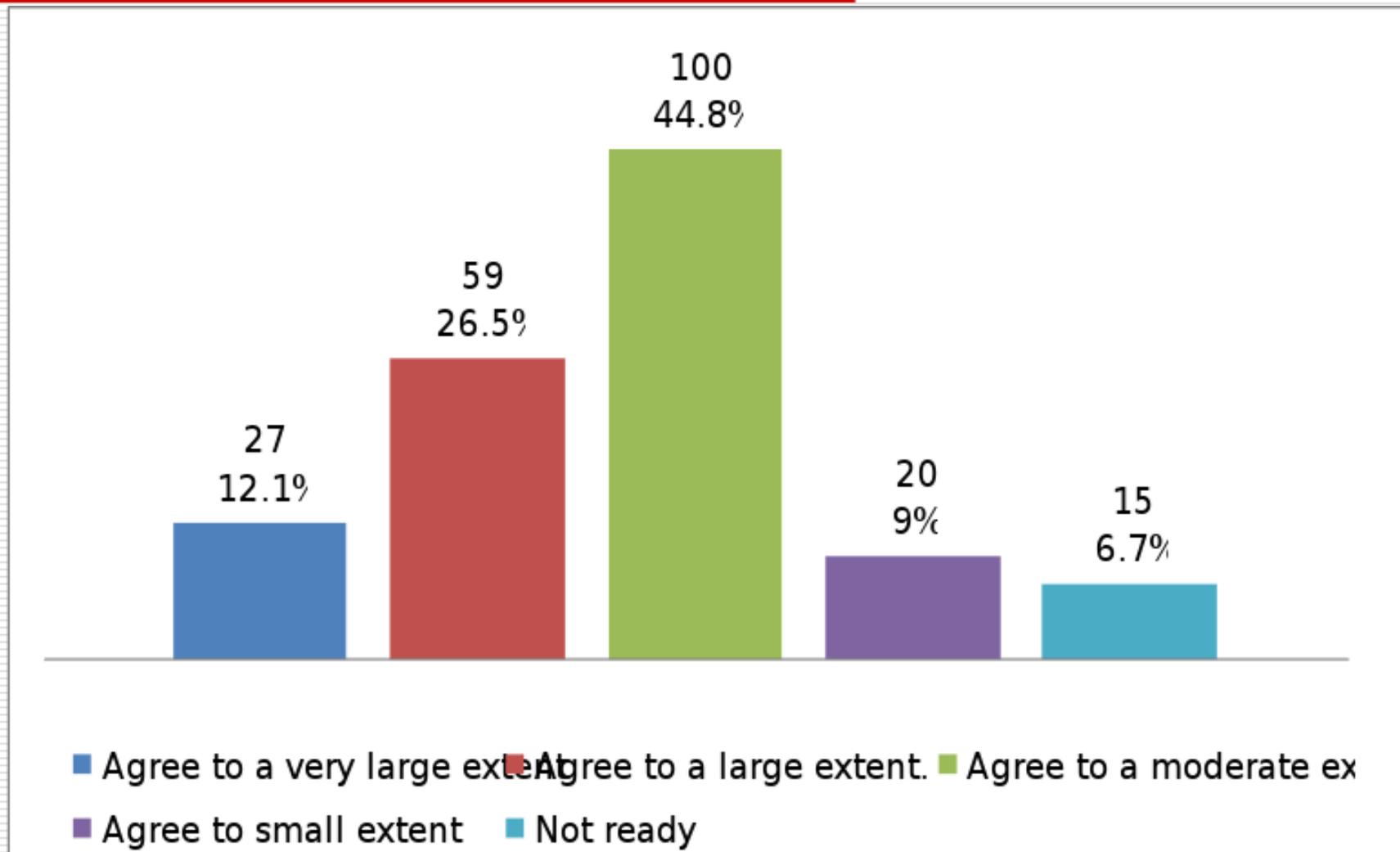# Distribution of participants in relation to the extent to transition to student approach.
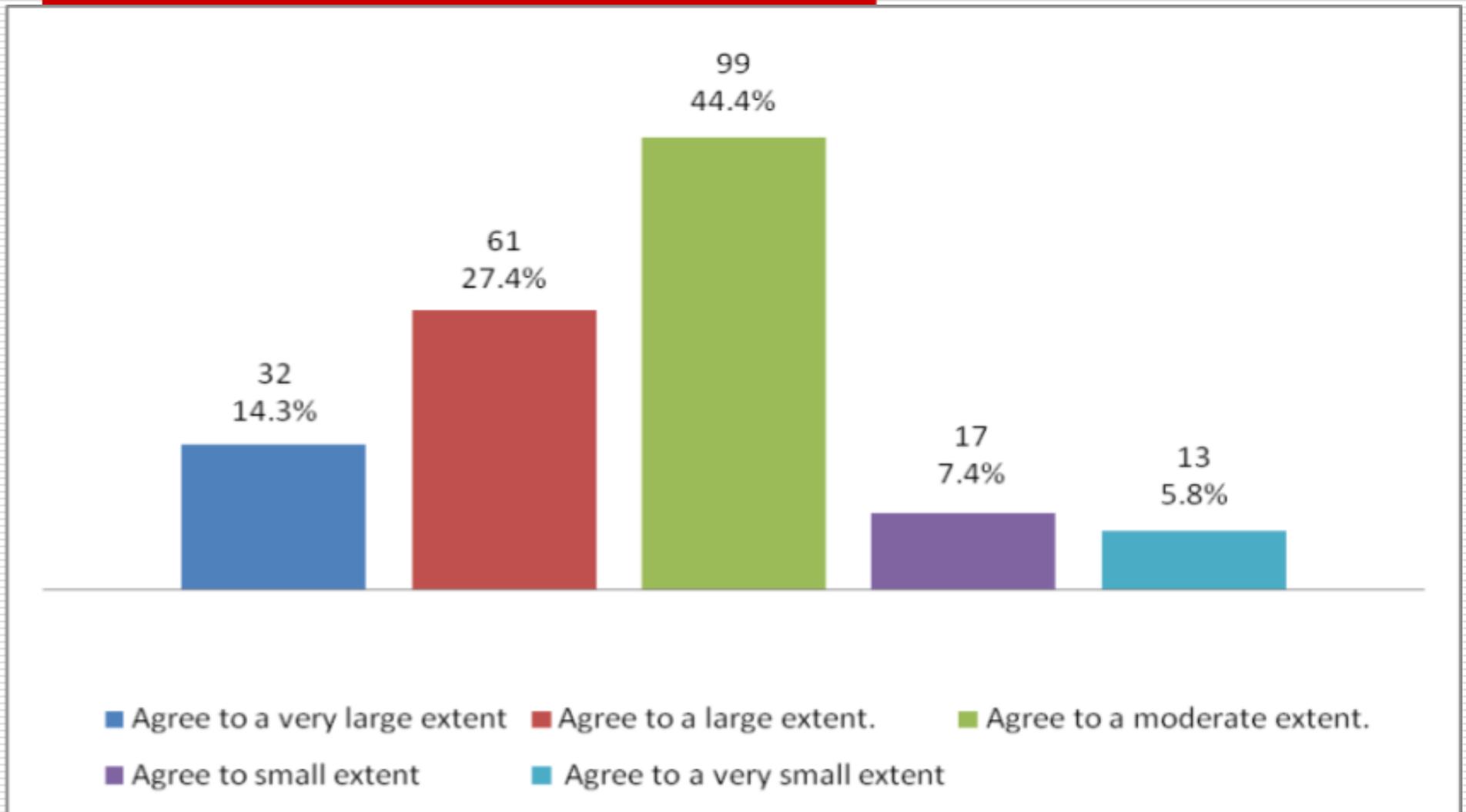
Distribution of participants in relation to the possibility to transition to student approach.
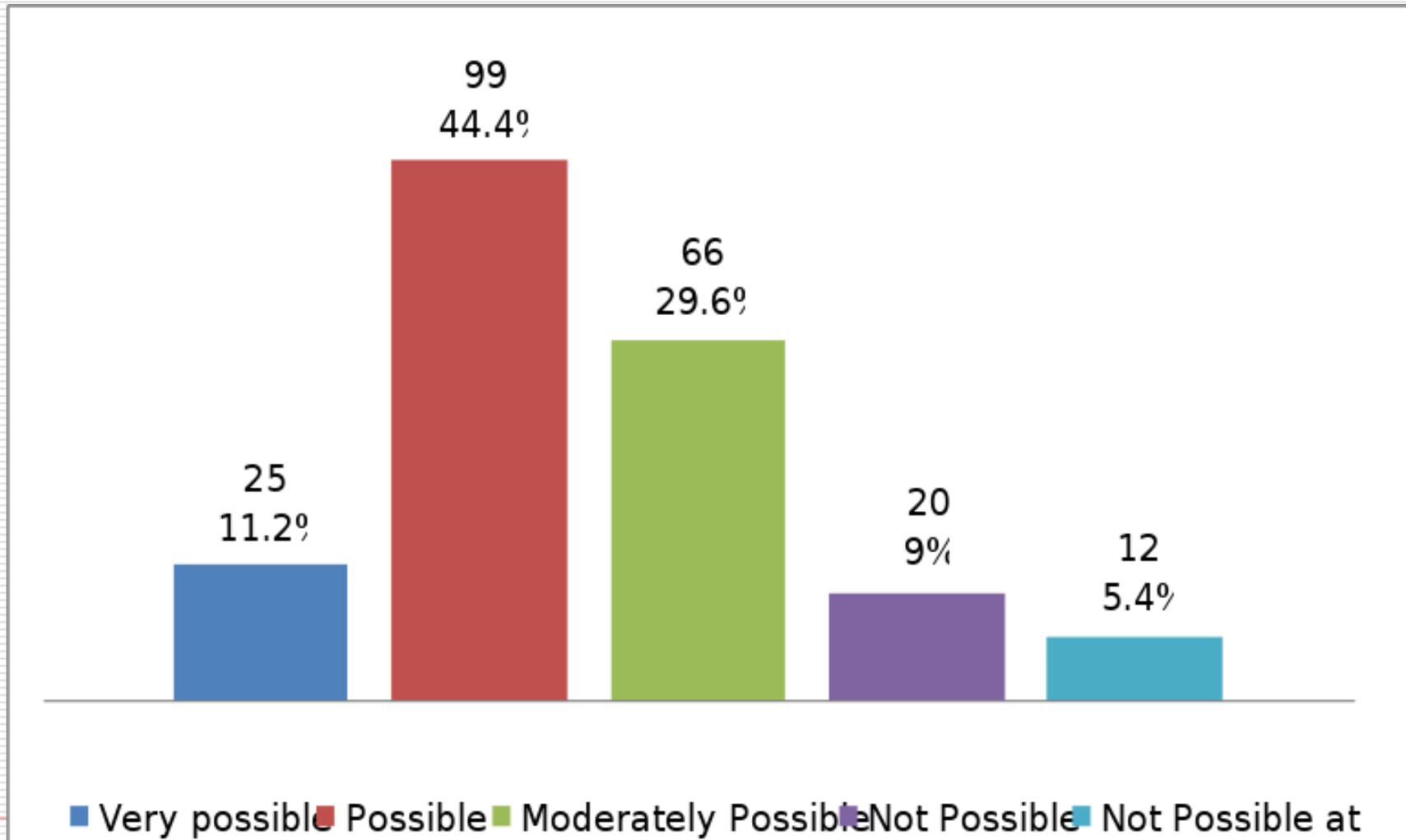
Distribution of participants in relation to the readiness of faculty to transition to student centeredness approach.

Suggestions	N of respondents who suggested	Percentage (%)
The student should be oriented to her/his centeredness in the teaching learning process from the first year of study.	195	87.4
The teacher should be trained in the students' centeredness approach.	170	76.2
The library resources should be upgraded with books, journals and electronic materials.	166	74.4
Upgrade the computer centers in terms of numbers of computers and services.	154	69.1
Train the students to use the library services resources, computer and internet services.	164	73.5
Decrease the number of students in each course in order to facilitate the application of the student's centeredness in the learning-teaching process.	130	58.3
Change the current applied lecturing methodology to different methodology that promotes the students participation in order to foster his/her centeredness in the learning-teaching process.	125	56.1

Themes (Qualitative Part)

- View of teacher-centeredness approach.
- View of student-centeredness approach.
- role of the students in the student's- centeredness approach.
- teacher's role in the student's- centeredness approach.
- required needs to apply the student's - centeredness approach.
- the possibility and the barriers to adopt the student's centeredness approach.

Conclusion

- The results showed that the faculty's students and teachers are ready to some extent to adopt such approach, the students need this transition as it gives them the opportunity to develop themselves in certain skills such as critical thinking, analytical abilities and to be more involved in decision making in relation to their learning

Conclusion

- Moreover, there is a need to invest more in BU infrastructure, in the computer and faculty laboratories, library resources, and in the classroom environment such as seats, ventilation, space and light. Beside these, there is a crucial need to orient and train both the teachers and students on skills related to the SCA. To facilitate the success of this transition, it is important to get the support from BU administration to adopt the SCA on the university level.

Recommendations

- Increase the faculty's and students' awareness about the student-centeredness approach through training workshops.

- Upgrade the nursing and health sciences faculty laboratories.

- Improve the infrastructure of the university in relation to library resources, computer laboratories and the classroom environment.

- Decrease the number of students in the major courses and not to have more that 20 students in each course.

Recommendations. Cont.

- Communicate with other universities that adopt the student's- centeredness approach to learn from their experience.

- To have a policy on university administration level that considers the adoption of the student's centeredness approach among all faculties.

- Adopt gradually the student's- centeredness approach in the faculty of nursing and health sciences.

Thank you

Discussion and Questions