

PERCEPTION OF STUDENT-CENTERED LEARNING AMONG STUDENTS OF BENUE STATE SCHOOLS OF NURSING AND MIDWIFERY MAKURDI

¹Dzer, Benjamin Terzungwe PhD, ²Tomen, Egbe Agu PhD, ³Gusa Victoria Gbaakenger N's

^{1,3}Department of Nursing College of Health Sciences Benue State University, Makurdi

²Department of Public Health, Taraba State University, Jalingo

²Gmail: dsunday911@gmail.com

³Gmail: victoriagusa1972@gmail.com

Abstract

This study investigated Perception of Student-Centered Learning among students of Benue State Schools of Nursing and Midwifery, Makurdi, Benue State. Four research objective, four research questions and four null hypotheses were postulated to guide the study. The formulated objective include; to determine the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age, gender, academic level and learning environment. Descriptive research design and two-stage simple random sampling techniques was used for sample selection and a total of 200 respondents were used for the study. A structured questionnaire was the instrument used for data collection. Frequency distribution, percentage, mean and tables were used for data analysis and interpretation; student t-test and one-way analysis of variance (ANOVA) at 0.05 level of significance and appropriate degree of freedom were used for testing the null hypothesis. Results realized based on age indicates that older students have a positive perception of SCL than younger students with a mean score of 2.86, based on gender, male students have a positive perception of SCL with a mean score of 2.53, based on the academic level, data revealed year 1 and 2 students having positive perception of student-centered learning than year 3 students, result based on learning environment revealed that the schools have the basic amenities to support SCL. All four research hypotheses postulated were rejected. Some of the recommendation includes; carrying out sanitization campaign or seminars to provide the students with more information about SCL, stressing its importance and how effectively it facilitates learning, correct any misconception in which student have concerning SCL.

Keyword: Perception, students, student-centered and learning.

Introduction

Teaching and learning are like two composite sides of a coin. It is not possible to overemphasize the significance of teaching and learning in achieving academics goals and objectives in any environment. In academic institutions, teaching is an important component that is vital to the development of human minds as well as to global transformation in view of its inherent capacity to promote cognitive development (Chi and Wylie, 2014). However, teaching is considered effective only if it results into learning (Coe, Aloisi, Higgins and Major, 2014). Teachers have talked; students have been directed to listen which is the basic philosophy of Nigeria Education. The assumption has been that, if teachers speak clearly and students are motivated, learning will occur. If students do not learn, the logic goes, it is because they are not paying attention or they do not care (Khaleel, 2016).

Fundamentally, educators have used the terms “teacher—centered” and “student-centered” to describe two distinct approaches to instruction or learning (Windschitil, 2013). Teacher-centered also known as the traditional education model, typically refers to learning situations in which the teacher asserts control over the material that student’s study and the ways in which the student studies it: when, where, how, and at what pace they learn it. In teacher-centered classes, the teacher tends to be the most active person in the rooms and do most of the talking; by lecturing, demonstration concepts, reading aloud, or issuing instructions (Armstrong and Rispel, 2015), while students spend most of their time sitting in desks, listening, taking notes, giving brief answers to questions that the teacher ask, or

completing assignments and tests. These modes of learning present the students as passive learners; mere receptors of knowledge. One behaviour leads to another, behavioral-learning theorists argued, and so if teachers act in a certain way, students will likewise act in that way. Central to behaviorism was the idea of conditioning; that is, training the individual to respond to stimuli. The mind is a “black box” of little concern (Bell, Rominski, Bam, Donkor, and Lori, (2013). But behavioral theorists had to make way for the “cognitive revolution” in psychology, which involved putting the mind back into the learning equation.

According to Lesh and Lamon (2013, p.18), behavioral psychology (based on factual and procedural rules) has given way to cognitive psychology (based on models for making sense of real-life experience). In this shift, several fields of learning theory emerged. Neuroscientists, for example, argue that “the brain actively seeks new stimuli in the environment from which to learn and that the mind changes through use; that is, learning changes the structure of the brain” (Bransford, Brown, and Cocking 2014). It is too early to claim that neuroscience can definitely explain how people learn; however, there are new perceptions of how individual learns, in the wake of late nineteenth and twentieth century, here the work of other cognitive theorists help. For example, research suggests that learners, from a very young age, make sense of the World by actively creating meaning while reading texts, interacting with the environment, or talking with others (Osadebe, 2015). Even if students are quietly watching a teacher speak, they can be actively engaged in a process of comprehension, or “minds on” work, as many teachers describe it. “It is now known that very young children are competent active agents of their own conceptual development; in short, the mind of the young child has come to life” (Bransford, Brown and Cocking, 2014, p. 79-80). This cognitive turn in psychology is often referred to as a constructivist approach to learning which led to the student-centered learning.

Nurse educators are not born knowing how to teach, as such, becoming effective at teaching require special knowledge and skills (Clark, 2018). Teaching methods among teachers and learners are critical elements of teaching and learning (Chan, 2016). Nursing Education has focused on a traditional model of teacher-centered education (Candela, Dalley and Benzel, 2016). This model has served nursing well but the profession is challenged to prepare students to practice in an increasingly complex, rapidly changing, interdisciplinary environment (Institute of Medicine, 2011). Technological advances, changes in the way healthcare is delivered, and decreasing length of patients stays in the actual care setting offer new challenges for nurse working in these environments. As a result, nursing education sought innovative methods to prepare students to function in healthcare. Students need more background in clinical reasoning and teamwork, leadership, and applying theory to practice (American Association of Colleges of Nursing (AACN), 2016; IOM, 2014) Nursing education must accelerate the use of new pedagogies that can enhance student learning and success in these challenging times. It was observed that effective teaching methods were lacking in nursing education, as such, student nurses were not able to develop their knowledge (Chi & Wylie, 2014). The National League for Nursing (NLN, 2012) has recommended a move towards more learner-centered teaching but the lack of a clear definition and measurement of student-centered learning in nursing education has hindered attempts to design research to investigate its efficacy. The major teaching methods in use in nursing schools today have their origins in behaviorism. Most teachers teach as they were taught, in a program that probably emphasized behavioral outcomes (NLN, 2012). The concept of learning as a knowledge transfer method fits easily with this model: give the knowledge and then test for the desired answers or behaviors to assess if learning has taken place (Brandon and All, 2010). The problem with teaching nursing using only traditional methods is that the knowledge is not static (Greer, Pokorny, Clay, Brown and Steele, 2010). Behavioral methods of teaching and assessment have a definite place in nursing education but overreliance on this one theory might lead to nurse who do not possess the flexibility to adapt to the rapidly changing healthcare environment. Student-centered learning, with its focus on constructivist philosophy, assists students with deeper learning, thereby enhancing flexibility and adaptation in thinking (NLN, 2012).

This further strengthens the need for quality teaching methods and effective learning of nursing students since effective learning techniques appear to be the foundation of sound education and efficient nursing practices. Further analysis revealed that the dynamic changes occurring in the health care professions require a radical shift in the way nursing students are taught, to develop them into competent nurses in the future, who are capable of using their skills to solve the health care needs of the populace (Owens, 2017).

The demand for qualified nurses in the health care system has led to several significant government enquires into issues associated with the recruitment and retention of nurses. These enquire sought to understand the relationship between educational processes and preparation of student nurses for their eventual role in the nursing workforce (Hogan, Moxham, and Duyer, 2016). Nursing Education is an exciting and challenging adventure that demands much from nursing students; in terms of time and energy. Nursing students encounter complex situations and conflicts which constitute factors that affect their academic performance which cannot be resolved only through theoretical knowledge and skills (Merrified, 2016) As such, the student-centered learning approach was inculcated into the nursing

educational system as a measure to enhance learning among nursing students in Nigeria (Kyriakoulis, Patelarou, Laliotis, Matalliotakis, Tsiou and Patelaqrou, 2016).

Student-centered learning also known as learner-centered education broadly encompasses methods of teaching that shifts focus of instruction from the teacher to the student (Crumly and Cari, 2014). In original usage, student centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students and imparting them with skills and basis on how to learn a specific subject and schemata required to measure up to specific performance requirement (Armstrong, 2012). Student-centered learning (SCL) is an innovative pedagogy that positions the students to create meaning from experiences, thinking and information, and is rooted in constructivist philosophies (Hoidn, 2017). Usage of the term student centered learning may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners. In this sense, this approach emphasizes each student's interest, abilities, and learning styles, placing their teacher as a facilitator of learning for individual rather than for the class as a whole (Armstrong), 2012). This is in contrast to traditional education approaches also dubbed "teacher centered learning" which situates the teacher as the primarily "active" role while students take a more "passive" receptive role. According to Ahmed (2017), for this learning approach to be effective, the learning environment has a key to play in order to achieve maximum result although there are some factors that hinders this learning process.

Research carried out noted some of these reason as factor that hinders the student-centered learning process; inadequate preparedness of the students for higher education; Insufficient facilitation skills of the teachers, misconceptions about teaching practices; Resource constraints; Resistance to change; and lack of incentives and lot more (Lam, 2012). Some of the advantages of this learning approach include; student develops learning and other skills and gains meaningful knowledge that will help them throughout life, it helps build students' social skills and self-esteem, they discover that learning is interesting and fun, teachers have less traditional work to do and finally, the student has more of an active role to play on their learning. This approach of teaching was introduced into the Schools of Nursing and Midwifery Makurdi in the year 2019 after the Nursing and Midwifery Council held a seminar in respect to how the academic performances of student nurses and midwives can be improved and representatives of all Schools of Nursing and Midwifery were present.

In view of the above, the research intends to investigate perception of student-centered learning among students of Benue state schools of nursing and midwifery makurdi.

Statement of the Problem

The 21st century has brought about significant changes in health care nursing practice; as a result, expectations of new nurses have evolved. The challenge for student nurse educators is to respond to these changes with the aim of adequately preparing their students to fit into the practice after graduation, despite accepting this challenge which is the introduction of student-centered learning over the traditional approach, many nurse students show little or no understanding of this approach as they see it to be cumbersome and unrealistic hence display a nonchalant attitude towards it. All these serves as a driving force for carrying out this research. Thus, the study examines the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi.

Objectives of the Study

Specifically, this study seeks to:

1. Determine the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age.
2. Determine the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on gender.
3. Determine the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on their academic level.
4. Determine the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on the learning environment.

Research Questions

In order to achieve the objectives of the objectives of the study, the under-listed questions were posed:

1. What is the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age?
2. What is the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on gender?
3. What is the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on their academic level?
4. What is the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery based on the learning environment?

Research Hypotheses

The following null hypotheses were postulated to guide the study:

1. There is no significance difference in the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age.
2. There is no significance difference in the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on gender.
3. There is no significance difference in the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on academic level.
4. There is no significance difference in the perception of students-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on the learning environment.

Methodology

Research Design

For the achievement of the objectives of this study, qualitative survey research design is adopted. This form of data collection is meant to describe but not predict the outcome, and the end goal of this research method is to help participants develop deep understanding of the study.

Settings

This study was carried out in Benue State Schools of Nursing and Midwifery, Makurdi. The Benue State Schools of Nursing and Midwifery Makurdi is situated opposite Grade 11 Area Court along the J.S Tarka Way, Makurdi. To the North, the schools are bounded by Nativity Private School and the Benue State High Court, to the South by the Environmental Sanitation Task Force and Power Holding Company, to the East by the Bureau of Local Government and Chieftaincy Affairs. By the West, it is bounded by the Barracks road, along which the school gate is located. The schools were fully established in 1978, gradually, the community midwifery which was in existence before the creation of Benue State was phased out. Initially the School of Midwifery was situated in the then General Hospital Makurdi unit its permanent site was completed in 1979 as a sub division of the nursing division of the State Ministry of Health.

The schools are managed separately, as their students and members of staff differ, with a total number of about 500 students and 54 staff. The female hostels comprise of 3 different buildings; a three (3) story building accommodating both the Nursing and Midwifery students, while Adam and Eve Hostel and Life Saving skill (L.S.S) are occupied by Midwifery students only. The male hostel is located about 14km away from the school premises. Classes run 8.00am-2.30pm with a 30 minute break between the hours of 11:30am-12:00noon for the Nursing arm, and 12:00noon-12:30noon for the midwifery arm.

The students are periodically assigned for their clinical postings to three major health facilities namely; Family Support Programme Clinic, The Federal Medical Centers, Wadata and Apir as well as the Benue State University Teaching Hospital based on the curriculum which also involves the community posting exercise. But they both aim at professionally training competent and versatile students who through initiative and self-elevated learning, are capable

of providing high level of care to individuals and expectant families in their homes, communities, health centers, hospitals and clinics in the served and underserved areas of Benue state.

Target Population

A research population is generally a large collection of individuals or objects, which is the main focus of scientific query. There are two types of population in research, namely; target population and accessible population. Target population refers to the entire group of individuals or objects to which the researchers are interested in generalizing the conclusion. The target population for this was all the Benue state students in the Schools of Nursing and Midwifery, Makurdi while accessible population is the population that the researcher draws sample from. The accessible population for the study is presumed to be 500.

Sampling

The sample for the study consisted of 200 students. This sample is an adjudged representation of population based on Nkpa and Nwana's (2009) rule of thumb, which stipulates that if the population is a few hundreds, 40%-50% of the population should be considered, if the population runs into many hundred, 30%-40% of the population should be considered as representatives, when the population runs into few thousands, 10%-20% of the population should be considered, and when the population runs into several thousands, 2%-5% of the population should be considered appropriate as sample for the study. The minimum sample size for the study is 200. Therefore, the population for the study consists of 40% of the population.

Sampling Technique for the Study

Two stage sampling procedure was used to select the sample. In stage one, all the students were clustered into 6 representing the 6 school blocks, which is block 1-6. In stage two, all the students in each cluster were administered the questionnaires.

Instrument for Data Collection

A structured questionnaire and focus group discussion were used for the purpose of the study. The questionnaire consisted of section A and B, C, D and E. Section A constituted of items based on socio-demographic variables, while the rest Sections were based on items that require information on students' perception about the study.

Validity and Reliability of the Instrument

The self-developed structured questionnaire was validated by three other lecturers in the School of Midwifery. The validators examined the content of the instrument alongside the objectives, research questions and hypotheses to confirm the possibility of relevant responses in line with the contents in terms of their clarity, appropriateness of the language and its ability to elicit accurate information needed to enable the researcher answer the research questions.

In order to determine the reliability of the instrument, QOPSCLBSSNM was administered using test-retest method.

Method of Data Analysis

The completed copies of questionnaires were tallied and collated while analysis was done using the qualitative statistics on frequency distribution, percentage and tablets were used for data analysis. The null hypotheses were also tested using t-test and one-way analysis (ANOVA) at 0.05 level of significance and appropriate degrees of freedom. Although not all distributed questionnaires were retrieved from correspondent, as some misplaced theirs while others wrongly filled.

RESULTS

Data Presentation

Table 1 Questionnaire distribution and Response

Questionnaire distributed	Frequency	Percentage (%)
No. of Respondents	200	100.00
No. Retrieved	180	90

Source: Field Survey, 2021

Table 1 shows that two hundred (200) questionnaires were administered. In all, 180 questionnaires were returned which represents ninety percent (90%) of the total questionnaires administered. 10% were not analyzed due to improper filling of the questionnaire and refusal of some respondent to return the issued questionnaire. Consequently, data analysis for this study is based on 90% percent of the total administered questionnaires.

Table 2 Distribution of Respondents Based on age

Age	Frequency	Percentage (%)
15-20	56	31.1
21-26	58	32.2
27-32	36	20.0
33 and above	30	16.7
Total	180	100

Source: Field Survey, 2021

Table 2 shows that among the respondents, a total number of 58 respondents representing 32% were within the age range of 21-26, while 30 respondents representing 16.7% were within the age range of 33 and above. The age range of 21-26 is therefore most represented in the study, this is important for the study because it is knowledgeable age bracket who have requisite experience to provide the much-needed information for the study.

Table 3 Distribution of respondents by Gender

Gender	Frequency	Percentage
Male	82	45.6
Female	98	54.4
Total	180	100

Source: Field Survey, 2021.

Table 3 shows that, a total number of 98 respondents representing 54.4% were female. Consequently, the research was dominated by the female students.

Table 4 Distribution of respondents by Marital Status

Marital Status	Frequency	Percentage
Single	126	70.0
Married	51	28.3
Separated	3	1.7
Total	180	100

Source: Field Survey, 2021.

Table 4 shows that, a total number of 126 respondents representing 70.0% were single, 51 respondents representing 28.3% were married while 3 respondents representing 1.7% were separated. This is important for the study because since the majorities are single, they are likely to provide more responsible and experience information.

Table 5 Distribution of respondents by Academic level

Academic Level	Frequency	Percentage (%)
Year one	65	36.1
Year Two	65	36.1
Year Three	50	27.8
Total	180	100

Source: Field Survey, 2021.

Table 5 shows, a total number of 65 respondent representing 36.11% were from year one, 65 respondents representing 36.1 were from year two while 50 respondents representing 27.8% were from primary year three. This result implies that a large of the students who dominated the research were in year one and year two.

Analysis of Research Questions

The three research questions formulated for the study were answered using frequency and mean scores. The mean scores that were up to the cut-off point 2.10 and above were considered to have significance and accepted while the mean scores below the cut-off point of 2.10 were considered not having impact and were not accepted. The calculations are on the tables below;

Research Question 1

What is the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age?

Table 6: Frequencies and mean scores showing the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age.

Item no	Description	SA	A	D	SD	Mean	Decision
1	Younger students do better in academics compared to older students through this method of learning	25	15	100	40	1.89	Not Agreed With
2	SCL helps in overcoming stage fright and anxiety among younger students than older students	25	20	105	30	1.78	Not Agreed With
3	Younger students get distracted in learning than older students by this means of learning	115	45	15	5	2.22	Agreed with
4	Older students want SCL to be continue	110	40	10	20	2.86	Agreed with
	Clustered mean					2.10	Agreed with

Source: field Survey, 2012

Data in table 6 above shows that, the mean rating of items 1 is 1.89 and therefore below the cut-off point of 2.10, this means that, younger students don't perform better in academic compared to older students through this method of learning. Item 2 has a mean score of 1.78 which is below the cut-off, this means that respondents Disagreed that, SCL helps in overcoming stage fright and anxiety among younger students than older students. Item 3 have a mean score of 2.22 which is above the cut-off point; this means that respondents agreed that younger students get distracted in learning than older students by this means of learning. While item 4 has a mean score of 2.86 which is also above the cut-off point. This finding indicates that older students have a positive perception of SCL than younger students.

Research Question 2

What is the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on Gender?

Table 7: Frequencies and Mean scores showing the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on gender.

Item no	Description	SA	A	D	SD	Mean	Decision
1	Male students prefer this method of learning than female students	100	50	10	20	2.53	Agreed with
2	Female students have better grades than male students using this method of learning	40	10	100	30	2.03	Not Agreed With
3	Male students see this method of learning to be stressful than female students	90	60	20	10	2.26	Agreed with
4	Female students want SCL to be continued than Male students	120	40	10	10	2.40	Agreed with
	Clustered mean					2.30	Agreed with

Source: Field Survey, 2021

Data in table 7 above shows that, the mean rating of items 1 is 2.53 and therefore above the cut-off point of 2.10, this means that, male students prefers this method of learning than female students. Item 2 has a mean score of 2.03 which is below the cut-off, this means that the respondents Disagreed that, female students have better grades than male students using this method of learning. Item 3 have a mean score of 2.26 which is above the cut-off point, this means that respondent agreed that male students do not see this method of learning too stressful than female students while item 4 has a mean score of 2.40 which is also above the cut-off point, this finding indicate that male students want SCL to be continued than female students. This finding simply indicates that male students have a positive perception of SCL while female students have a bad perception of SCL.

Research Question 3

What is the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on their academic level?

Table 8: Frequencies and Mean scores showing the perception of student-centered learning among students of Benue State of Nursing and Midwifery Makurdi based on their academic level?

Item no	Description	SA	A	D	SD	Mean	Decision
1	Students prefers SCL than any other means of learning	25	25	95	35	1.50	Not Agreed With
2	SCL helps to build students social skills and self-esteem	20	25	105	30	2.80	Agreed with
3	Students has more of an active role to play in the learning process	120	40	10	10	2.56	Agreed with
4	Students wants SCL to be continued	115	45	10	20	2.25	Agreed with
	Clustered mean					2.27	Agreed with

Source: Field Survey, 2021

Data in table 8 above shows that, the mean rating of items 1 is 1.50 and therefore below the cut-off point of 2.10, this means that, students do not prefer SCL than any other means of learning. Item 2 has a mean score of 2.80 which is above the cut-off point, this means that respondents agreed that, SCL helps to build students social skill and self-esteem. Item 3 have a mean score of 2.56 which is above the cut-off point; this means that respondents agreed that students have more of an active role to play in the learning process. While item 4 has a mean score of 2.25 which is also above the cut-off point, this finding indicates that students don't want SCL to be discontinued. This implies that students at all level of academics prefer SCL as a method of learning.

Research Question 4

What is the perception of student-centered learning students of Benue state Schools of Nursing and Midwifery Makurdi based on the learning environment?

Table 9: Frequencies and Mean scores showing the perception of student-centered learning among students of Benue state schools of Nursing and Midwifery Makurdi based on the learning environment?

Item no	Description	SA	A	D	SD	Mean	Decision
1	There is an accessible internet facility in the schools for students to enhance the effectiveness of SCL	120	30	20	10	3.23	Agreed With
2	The schools have adequate water supply for the students making SCL an easy method of learning	95	50	20	15	2.91	Agreed with
3	There is steady power supply in the schools to enhance the practice of SCL	100	40	30	10	3.24	Agreed with
4	The schools accommodation is convenient for the students hence encourages SCL	90	50	20	20	2.86	Agreed with
	Clustered mean					3.06	Agreed with

Source: Field Survey, 2021

Data in table 9 above shows that, the mean rating of items 1 is 3.23 and the therefore above the cut-off point of 2.10, this means that, respondents agreed that an accessible internet facility in the school for students help to enhance the effectiveness of SCL. Item 2 has a mean score of 2.91 which is above the cut-off point, this means that respondents agreed that, the schools with adequate water supply for students help makes SCL an easy method of learning. Item 3 have a mean score of 3.24 which is above the cut-off point, this means that respondents agreed that there is steady of 2.86 which is also above the cut-off point, indicates that school accommodations that is convenient for students helps to encourage SCL. This finding indicates that there is internet facility; adequate water supply, steady power supply and accommodation which has helped in providing a learning environment that improve SCL among students.

Hypotheses Testing

Hypothesis 1: These is no significant difference in the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on age.

Table 10. Independent t test showing difference in the perception of student-centered learning among students of Benue State of Nursing and Midwifery based on age

Variables	Age	N	M	SD	df	T	P
Perception	15-20	56	13.892	.466	178	6.38	.001
	21-26	58	10.421	.409			
	27-32	36	6.906	.410			
	33 and above	30	3.574	.490			

Source: Field Survey, 2021

The result presented in table 11 indicates that there was a significant difference in the perception of student-centered learning among students of Benue State school of Nursing and Midwifery based on age { $t(178) = 6.38, p < 0.05$ }. Hence hypothesis 2 was rejected. This implies that there was difference in the perception of student-centered learning among students of Benue state School of Nursing and Midwifery Makurdi based on age with students within the age of 15-20 scoring higher than students within the age range of 21-26, 27-32 and 33 above.

Hypothesis 2: There is no significant difference in the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on gender.

Table 11. Independent t test showing difference in the perception of student-centered learning students of Benue State Schools of Nursing and Midwifery based on gender

Variables	Sex	N	M	SD	Df	T	P
Perception of students	Male	98	14.30	.490	178	3.15	.008
	Female	82	10.62	.466			

Source: Field Survey, 2021

The result presented in table 11 indicates that there was a significant difference between male and female students of Benue State schools on perception of student-centered learning [$t(178) = 3.15, p < 0.05$]. Hence hypothesis 1 was rejected. This implies that there was difference in the perception of student-centered learning among students of Benue state school of Nursing and Midwifery Makurdi based on gender with the male students scoring higher in terms of mean than the female students.

Hypothesis 3: There is no significance differences in the perception of student-centered learning among students of Benue state schools of Nursing and Midwifery Makurdi based on the academic level.

Table 12. Independent t test showing difference in the perception of student-centered learning among students of Benue State School of Nursing and Midwifery Makurdi based on academic level.

Variables	Academic Level	N	M	SD	df	T	P
Perception	Year one	65	6.004	.604	178	7.043	001
	Year Two	65	12.104	.845			
	Year Three	50	13.539	.340			

Source: Field Survey, 2021

The result presented in table 12 indicates that there was a significant difference in the perception of student-centered learning among students of Benue State school of nursing and Midwifery based on academic level [$t(178) = 7.043$, $p < 0.05$]. Hence hypothesis 3 was rejected. This implies that there was difference in the perception of student-centered learning among students of Benue state schools of Nursing and Midwifery Makurdi based on academic level with students in year three scoring higher than students in year one and year two.

Hypothesis 4: There is no significant difference in the perception of student-centered learning among students of Benue state Schools of Nursing and Midwifery Makurdi based on learning environment.

Table 13. Independent t test showing differences in the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery based on learning environment

Variables	Learning Environment	N	M	SD	Df	T	P
Perception of students	Conducive	90	8.05	.310	178	5.610	.010
	Poor	90	4.95	.306			

Source: Field Survey, 2021

The result presented in table 13 indicates that there was a significant differences in the perception of student-centered learning among students of Benue State School of Nursing and Midwifery based on learning environment [$t(178) = 5.610$, $p < 0.05$]. Hence hypothesis 4 was rejected. This implies that there was difference in the perception of student-centered learning among students of benue state schools of Nursing and Midwifery Makurdi based on learning environment, with students learning under conducive environment scoring higher in mean than those learning under poor environment.

DISCUSSION

Discussion of Findings

Research Question 1: What is the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on age?

Data in table 6 revealed that older students have a positive perception of SCL compared to younger students in Benue State Schools of Nursing and Midwifery. This is clear because the analysis of research question revealed that the cluster had a mean of 2.10 which suggests that the older students prefer this method of learning compared to younger students. The first hypothesis stated that there is no significant difference in the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery based on age was confirmed as shown in table 10. The result indicated that there was a significant difference in the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery based on age. The implication of this finding is that age is a significant predictor of students' perception on student-centered learning. This finding conforms so that of Joshua Nwambo (2016), where a descriptive survey was used to elicit information from a sample of 108 respondents statistically drawn using stratified random sampling technique from a population of 146. Results indicated an overall poor perception on student-centered learning academic performance. The significant variables that influence their perception as identified by the respondents were marital status, age, gender, income, occupation and occupational status of parents. Others include school location, basic amenities, stress, academic motivation, past academic records and study skills; time management, group discussion and clinical experience.

Research Question 2

What is the perception of student-centered learning among students of benue State Schools of Nursing and Midwifery Makurdi based on Gender?

Data in table 7 reveal that male students has a positive perception of SCL compared to their female counter parts in Benue State Schools of Nursing and Midwifery. This is clear because the analysis of research question revealed that the cluster had a mean of 2.30 which suggests that the male respondents performs better academically with SCL method of Learning. The test of hypothesis showed that the null hypothesis which stated that there is no significant difference in the perception of student-centered learning among students of Benue State schools of Nursing and Midwifery Makurdi based on gender was confirmed as shown in table 10 indicated that there was a significant difference between male and female students of Benue State schools of Nursing and Midwifery Makurdi. The implication of this finding is that gender is a predictor of students' perception on student-centerer learning. This finding conforms to that of Joshua Nwambo (2016), where a descriptive survey was used to elicit information from a sample of 108 respondents statistically drawn using stratified random sampling technique from a population of 146. Results indicated an overall poor perception on student-centered learning academic performance. The significant variables that influence their perception as identified by the respondents were marital status, age, gender, income, occupation and occupational status of parents. Others include school location, Basic amenities, stress, academic motivation, past academic records and study skills; time management, group discussion and clinical experiences.

Research Question 3

What is the perception of student-centered learning among students of Benue State Schools of Nursing and Midwifery Makurdi based on academic level?

The third finding revealed that most of the students in the various academic levels accept SCL as the best method of learning. This is clear because the analysis of research question 3 as revealed in table 8 had a cluster mean of 2.27 which suggests that SCL is an effective method of learning among student at various academic levels. The third hypothesis which stated that there is no significant difference in the perception of students centered learning among students of Benue state schools of nursing and midwifery Makurdi based on academic level. The implication of this finding is that academic level is a significant predictor of students' perception on student-centered learning. This finding is in line with that of Patience, Akpan and Akon (2016), whose study the revealed that majority of the respondents had a positive view and attitude towards students-centered learning and would like it to be introduced into nursing educational institutions.

The fourth finding revealed that accessible internet, adequate water supply, steady power supply

Research Question 4

What is the perception of student-centered learning among students of Benue State schools of Nursing and Midwifery Makurdi based on the learning environment?

Data in table 9 revealed that accessible internet, adequate water supply, steady power supply and school's accommodation enhances SCL among students. This is clear because the analysis of research question revealed that the cluster had a mean of 3.06 which suggests that accessibility to the internet, steady power supply; adequate water supply and school's accommodation help enhance the effectiveness SCL among students in Benue state schools of Nursing and Midwifery. The fourth hypothesis which stated that there is no significant difference in the perception of students centered learning among students of Benue State schools of Nursing and Midwifery Makurdi based on learning environment was confirmed as shown in table 13. The result indicated that there was a significant difference in the perception of student-centered learning among students of Benue State schools of Nursing and Midwifery based on learning environment. The implication of this finding is that learning environment is a significant predictor of students' perception on student-centered learning. This finding conforms to research conducted by Siti, Osman and Mohammad (2015), at School of management, University Science Malaysia; the study aims at investigating the lecturers and students' view of practicing SCL in the teaching process. Data was gathered through survey from 58 lecturers and 128 students of University Saints Malaysia (USM). Result shows that lectures and student perception about lecturer role were the highest mean (=4.05; 3.81) by doing their part effectively, used all SCL teaching methods such as lecture, lecture discussion, cooperative learning and others, except for on-line discussion. The students are more motivated and responsible in their learning, due to availability of basic amenities such a light and constant internet connections, security of persons and a conducive environment.

Conclusion

Findings from the study reviewed that students within age 21-26 have a good perception of student-centered learning, finding also reviewed that the female students have a good perception about student-centered, based on academic level, studied reviewed that year two students have a good perception about the study. The null hypotheses postulated for the study were all rejected.

Recommendations

Based on the findings, discussions and conclusion of the study, the following recommendations were made:

1. Carry out a sensitization campaign or seminars to provide the students with more information about SCL, stressing its importance and how effectively it facilitates learning.
2. Correct any misconception in which student has concerning SCL.
3. Encourage teachers to make the classroom conducive and always carrying students along.
4. Adequate provisions of basic amenities such as water, constant electrical power supply, internet facilities and conducive hostel accommodation which will bring about good perception on student-centered learning.
5. The need to constantly remind student on how bulky the school curriculum is and relying only on the teacher's knowledge will cause a setback in learning.
6. Division of classroom into sub units and topics shared among each sub unit will gradually prepare the student for this method of teaching.

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