Nigerian Students’ Perception of Student-Centered Learning (SCL)

Jimoh Taibat Bolanle

A master thesis submitted to the Faculty of Education, UUM CAS in partial fulfillment of the requirements for the degree of Masters of Education

©2010Taibat
Saya yang bertandatangan di bawah, memperakukan bahawa
(I, the undersigned, certify that)

JIMOH, TAIBAT BOLANLE (NO. MATRIK : 802836)

Calon untuk Ijazah Sarjana Pendidikan (Kurikulum dan Pengajian)
(candidate for the degree of)

telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

NIGERIAN STUDENTS' PERCEPTION OF STUDENT CENTERED LEARNING
(SCL).

seperti yang tercatat di muka surat tajuk dan kulit kertas projek boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(as it appears on the title page and front cover of project paper is acceptable in form and content and that a satisfactory knowledge of the field is covered by the project paper)

Nama Penyelia
(Name of Supervisor) : Prof. Madya Dr. Nurahimah Mohd. Yusoff

Tandatangan
(Signature) :  

Tarikh
(Date) : 8 Mei 2010
PERMISSION TO USE

While presenting this thesis as part of the requirements for the award of Master of Education degree in Curriculum and Instruction of Universiti Utara Malaysia, I agree that the University Library may make available for inspection. I also agree to the permission for copying of this project in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in her absence, by the Dean College of Arts and Sciences. It is understood that any copying or publication or use of this thesis thereof for financial gain shall not be allowed without any written permission. It is also agreed that due recognition should be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from this project report.

Request for permission to copy or make other use of materials in this project, in whole or in part, should be addressed to:

Dean of College of Arts and Sciences
Universiti Utara Malaysia
06010 Sintok
Kedah Darul Aman
ABSTRACT

The Nigerian formal education has long been dominated by the traditional lecture method where the lecturer or professor impart knowledge to the passive learners through oratories; which makes students to be passive recipients of information and thus memorizes facts for tests and examinations. Thus, there is a need to study the perception of Nigerian students about the learning approach to pave way for successful implementation of Student Centered Learning (SCL) curriculum in the Nigerian education system. Therefore, this study aims at carrying out the perception study among Nigerian students in some Malaysian public Universities about the SCL approach in terms of the perceived benefits and satisfaction. The study was conducted among 222 students from four public Universities in Malaysia using questionnaire as the survey instrument which was developed for the two constructs (perception (benefits) and satisfaction). The data was analyzed using descriptive statistics. The findings of the study showed that the surveyed students perceived SCL to be of great advantages in their learning process and they also feel satisfied with the approach most especially the collaborative form of SCL. It is recommended that future studies should expand the coverage and also investigate the implications of the approach on both the teachers and students.
ACKNOWLEDGEMENT

I give all thank and adoration to Almighty Allah for seeing me to the end of this program; it was not a smooth path; but with His love and mercy I was able to scale through successfully. The support and unlimited guidance from my amiable, understanding, effective and efficient supervisor: Assoc. Prof. Dr Nurahimah Mohd Yusoff can never be over emphasized; I am very grateful for the time spared for this project despite your tight schedule. Your strength and teaching skills would forever be admired.

My appreciation also goes to my parents; Alhaji Ismai’l Abiodun Raji and Mrs Ganiyat Yetunde Raji, whom are always there for me. Their words of advice, encouragement, love, and affection, financial and moral support are priceless. I am also grateful to all my diligent and hardworking lectures who made all necessary efforts to ensure that teaching and learning becomes a success; as such am indebted to Dr. Arsaythamby Veloo, Dr. Ruzlan.M. Ali, Assoc. Prof. Dr. Izam Ghazali, Assoc.Prof. Dr. Abdul Malek Abdul Karim, Dr. Abdul Shukur, Dr Arumugan and Dr. Hameedah and Dr Sarimah Sheikh Abdallah. I am very grateful for your positive roles in my academic pursuit.

I must also appreciate my husband, friend and life partner (Jimoh, Rasheed Oladepo Olugbenga) who stood with me at the time of thick and thin with an unflinching love and care. You are my engine while Abdul Muheez and Muheebdeen my best gifts are the wheels that took me to the land of success. I am also grateful to all my friends and well wishers both in Nigeria and in Malaysia. You all mean a lot to me.

Lastly am thankful to UUM for giving me the opportunity to carry out this study in a convenient and conducive arena. – Jimoh Taibat Bolanle (Nee Raji)
Table of Content

| Title Page | ii |
| Permission to Use | iii |
| Abstract | iv |
| Acknowledgement | v |
| Table of Content | vi |
| List of Figures | viii |
| List of Tables | ix |

CHAPTER ONE: INTRODUCTION

1.1 Introduction ................................................................. 1
1.2 Problem Statement ............................................................. 7
1.3 Research Objectives ............................................................ 10
1.4 Research Questions ............................................................. 10
1.5 Scope of the Study .............................................................. 11
1.6 Limitation of the study ........................................................ 11
1.7 Significance of the study ...................................................... 11
1.8 Organization of the Report .................................................. 12
1.9 Summary of the Chapter ...................................................... 13

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction ................................................................. 14
2.2 Perception and Evaluation of SCL ........................................ 14
2.3 Methods of SCL .............................................................. 20
4.3 Descriptive Analysis........................................................................................................ 44
  4.3.1 Descriptive Analysis for Perceived Benefits of SCL.................................. 44
    4.3.1.1 Demographic Variables and Perceived Benefits......................... 47
  4.3.2 Descriptive Analysis for Perceived Satisfaction........................................ 48
    4.3.2.1 Demographic Variables and Satisfaction............................... 50
4.4 Suggestions for successful Implementation of SCL......................................... 50
  4.4.1 Summary of the Suggestions................................................................. 52
4.5 Summary of the Chapter.................................................................................. 53

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS
5.1 Introduction.......................................................................................................... 54
5.2 Discussion............................................................................................................. 54
5.3 Conclusion............................................................................................................ 56
5.4 Recommendation for further study................................................................... 57
References .................................................................................................................. 58
Appendix A: Survey Instrument............................................................................. 61
Appendix B: SPSS Raw Data.................................................................................... 67
LIST OF FIGURES

Figure 2.1: Self-Directed Learning Approach 22
Figure 2.1: Collaborative Learning Method 23
Figure 2.3: Computer Assisted Learning Approach 24
LIST OF TABLES

Table 2.1: Parameter for measuring students' satisfaction .............................................27
Table 3.1: Reliability Statistics PERCEPTION and SATISFACTION .........................34
Table 3.2: Coding for PERCEPTION ..............................................................................37
Table 3.3: Coding for SATISFACTION .............................................................................38
Table 4.1: Distribution by Field of study .................................................................41
Table 4.2: Distribution by Age of respondents ........................................................42
Table 4.3: Distribution by Type of SCL ........................................................................43
Table 4.4: Descriptive Mean for Benefits of SCL ......................................................45
Table 4.5: Descriptive Mean for Satisfaction of SCL ..................................................48
Chapter One

1.1 Introduction

Globalization (changes in social, political, economic and technology) has called for urgent changes in the educational system in order to meet the current demands of the society (Olaniyan & Obadara, 2006).

It is practically impossible to separate the learning environment from the overall learning objective. There have been series of emphasis on the need to change to student-centered learning approach if the global educational objectives have to be realized (United Agency for International Development (USAID), 2006). Students are generally seen as passive learners and recipients of educational content in the traditional classroom of higher institutions in Nigeria (Iyamu & Ukadike, 2007). Several researchers have defined SCL. The researcher would like to follow the definition of Wohlfarth, Sheras, Bennett, Simon, Pimentel & Gabel (2008) where SCL is defined in terms of learning objectives and outcomes which led to the following operational definition:
The contents of the thesis is for internal user only
Reference


Definitions of Student Centered Learning, Online Medical Dictionary from http://mondofacto.com/facts/dictionary?student-centred+learning


Understanding Student Satisfaction (2002). Issue paper of BC College & Institute Student Outcome, ISSN 1492 - 3718 from http://admin.selkirk.bc.ca/research/documents/issue_satisfaction


http://www.studygs.net/pbl.htm