

PERCEPTION OF STUDENT NURSES OF AMERICAN-STYLE UNIVERSITY OF SAINT MONICA UNIVERSITY BUEA, SOUTHWEST CAMEROON

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Abstract

American-style Universities are a response to the widespread awareness of the need to adapt to prevailing global standards. The study aimed at examining student nurses' perception of some basic tenets of American-style University system of education of Saint Monica University (SMU) Buea, Southwest Cameroon. Analytical descriptive research design was used for the study which was guided by three research questions and one hypothesis. The total population of the study was 128 Nigerian students and the sample size consisted of all the 128 Nigerian students. The research instrument was a self structured and validated questionnaire titled "Perception of Student Nurses of American-style University of SMU Questionnaire (PSNAUSMUQ)". Data was analyzed using mean and standard deviation to answer research questions and Z-test to test the hypothesis at 0.05 alpha level of significance. Findings revealed grand means 4.23, 3.28 and 4.10 above the criterion mean of 3.00 for flexibility, student-centred curriculum and mode of study respectively. This implies that majority of respondents had strong positive perception that SMU operates of American-style University. H_{01} was retained as calculated z-test F value (1.114) was less than the z-critical F value (1.96), therefore, there is no significant difference in perception of student-centred curriculum between online and onsite student nurses of SMU. Conclusively, student nurses perceive SMU to operate flexible, student-centred curriculum and mode of study of American-style University. It is recommended that faculty board should include students to strengthen students' centered curriculum and management should organize seminars for students' enlightenment on basic tenets and modalities truly reflective of American-style University.

Key Word: Perception, American-style, Universities.

Introduction

Universities transform people's lives through education and through the wider impact of their research: Universities help students to develop the skills and knowledge employers need and university research benefits everyone; creating businesses and jobs, enriching society and stimulating culture (Hamlyn, 2013). According to Studera.nu (2018), there are reasons other than economic for studying at the higher education level. For example, in addition to facts about a subject, the following can be learnt:

discover and apply new knowledge, understand complex contexts and solve problems, develop critical thinking and questioning, and learn something new in the subject area.

Merriam-Webster Dictionary (2018) defined university as an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; specifically, one made up of an undergraduate division which confers bachelor's degrees and a

graduate division which comprises a graduate school and professional schools each of which may confer master's degrees and doctorates. Universities historically exist as institutions for the creation and dispersion of knowledge. But today, many young people enter university solely to prepare for careers (O' Connelli, 2016).

The term "university education" means the totality of general and specialized knowledge and skills that enable a university graduate to solve problems encountered in industry or to perform the scientific research or pedagogical work within the area of specialized knowledge acquired (O' Connelli, 2016). Likewise, the Farlex Free Dictionary (2018) defined university education as the training provided by universities in order to prepare people to work in various sectors of the economy or areas of culture. University graduates may find employment in research and design institutions, general education schools, and secondary and higher specialized educational institutions. In the USSR, university education provides training primarily in the most important areas of the humanities and natural sciences (The Farlex Free Dictionary, 2018).

Roser and Ortiz-Ospina (2018) posited that the history of tertiary education is distinct from other forms of education, with some universities amongst the oldest learning institutions in the world. The development of universities and higher education more generally, over the course of the last millennium is closely tied to religion. Universities were established as organizations free from direct control of the church or other religious institutions, a privilege usually granted by the king or state. This privilege allowed for academic freedom to question, research and advance knowledge. Religious studies remained an important focus in most early medieval universities.

In the modern world universities have two purposes: equip students with advanced skills useful in the workplace and to further human knowledge and understanding of the world (Roser & Ortiz-Ospina, 2018).

Florea (2015) opined that the US university system remains the world's most popular destination for international students, welcoming a record of 974,926 students in the 2014 and 2015 academic year. It is not a secret that many of the best universities in the world are located in the US. In fact, according to Quacquarelli Symond's (QS) Annual Publication of World University Rankings (2018), half of the top 10 best universities in the world are located in the US. These are Massachusetts Institute of Technology (MIT), Harvard, Stanford, California Institute of Technology (Caltech) and the University of Chicago. The strong reputation of US universities immediately transforms students and makes them an attractive candidate for future employers. With over 4,500 US universities offering undergraduate degrees, and opportunities to combine various subjects as 'majors' and 'minors', US universities are the place to go to in order experiment with different classes and subjects. There are no other universities in the world with such a diverse range of programme and flexibility. Students study some of the most innovative subjects and interact with well-known scholars who guide them during study years.

Ghabra (2012) noted that the new American-style Universities are a response to the widespread awareness of the need to adapt to prevailing global standards. Such institutions open the eyes of students to international developments, expose them to new methods of thinking, and help them learn to understand and accept others. Institutions dedicated to this path must be student centered in order to evolve, mature, and succeed at achieving their

goals. They must dedicate their resources to the profession of teaching and to developing a “complete” student, that is, one intellectually, socially, psychologically, and globally aware. Meeting such a goal may sound simple, but it is actually among the hardest for universities. To be successful, faculty members must feel secure in fulfilling their classroom duties while also focusing on research. It requires that students be challenged and ultimately excel. The university system thus must foster an academic culture responsive to teacher and student needs (Ghabra, 2012).

Bridgestock (2012) described American-style university as possessing the basic features that alongside curriculum, teaching style is the factor most commonly identified as essential to being an ‘American university’. Instead of the European approach, with large lecture halls and one-way communication, American-style Universities offer small, interactive classes. Modern American course instruction, especially at the prestigious liberal arts colleges, is less reliant on traditional methods like the lecture. Focus is placed instead on student-centered conversation classes, which encourage questioning basic assumptions and conventional wisdom. There is use of ‘continuous assessment’, which requires written and oral feedback on student performance at multiple stages throughout the course.

In addition to this list are “accurate and persuasive self-expression”, and “an appreciation for life-long learning” (Bridgestock, 2012). This emphasis on critical and independent thinking has many benefits; students are forced to think for themselves, not to repeat what their teachers say. This gives them a comparative advantage against their peers from other institutions, allowing them to succeed in positions of leadership. ‘American University’ teaching style is

also more enjoyable and fulfilling. Small classes and the opportunity to interact personally with faculty make the university experience more engaging, more personal. Faculty serves as mentors and friends, providing not just classroom instruction, but career and graduate school advice. Therefore, students form relationships with their tutors that last far beyond graduation (Bridgestock, 2012).

American-style Universities in some cases are similar to branch campuses, with courses developed and delivered in partnership with a university in another country, in this case, the United State of America (USA or US) (Bridgestock, 2012). In other instances, ‘American universities’ are not partnered with a US institution, but they are accredited by a US higher education board. As well as the style of teaching, course content and structure are often based on those universities in the US. The most obvious feature here is the requirement for students to start off studying a range of different subjects, before selecting a specialization. So, what exactly does it mean when a university calls itself an ‘American University’? Are majority of staff and students from the US, or that teaching will be conducted in American English? Will the degree be accredited in the US? Or just based on the North American system and style of teaching (Bridgestock, 2012)?

Saint Monica University (SMU) Buea, Southwest Cameroon is a private independent Catholic university with operations and accreditation in Cameroon. Also, it is accredited by and enjoys affiliation/partnership with foreign accreditation bodies and partners respectively. It is an American-style university offering career-focused programme that are at the intersection of liberal arts, science, and technology (SMU, 2014). SMU is modeled on the American system of education, while

ensuring that the university also meets the Cameroonian standard. It is known as the only American-style University in Cameroon (StudyAbroad.com, 2018). It provides educational opportunities for the intellectual, social, entrepreneurial and professional development of a diverse student population (PRlog, 2016).

The mission of SMU “is to provide opportunities for students to achieve their career goals and become citizens that contribute to the global community”, “this is accomplished by offering high quality professional or career programme to both traditional-aged and adult learners. Also,

the university provides a student-centered, value based, and diverse learning environment” (SMU’s Academic Catalog, 2016, p.4). Literature including studies on effectiveness of study in American-style University and student-centered curriculum abound, however, to the best of the researcher’s knowledge, few studies on American-style Universities are devoted to particular institutions. Thus, this study on perception of student nurses of American-style University of SMU Buea, Southwest Cameroon is an attempt by the researcher to fill this gap.

Aim and Objectives of the Study

The aim of the study was to investigate perception of student nurses of American-style University of Saint Monica University Buea, Southwest Cameroon. Specific objectives of the study include examining the following:

1. Perception of flexibility of SMU’s system of education amongst student nurses of SMU Buea, Southwest Cameroon.
2. Perception of student-centered curriculum of SMU amongst student nurses of SMU Buea, Southwest Cameroon.
3. Influence of mode (onsite or online) of study on perception of student-centred curriculum amongst student nurses of SMU Buea, Southwest Cameroon

Research Questions

The following research questions were answered in this study:

1. How do student nurses perceive flexibility of SMU’s Buea, Southwest Cameroon, system of education?
2. How do student nurses perceive student-centred curriculum of SMU Buea, Southwest Cameroon?
3. To what extent does mode (onsite or online) of study influence perception of student-centred curriculum amongst student nurses of SMU Buea, Southwest Cameroon?

Hypothesis

The null hypothesis tested in the study at 0.05 Alpha level of significance was:

H₀₁. There is no significant difference in perception of student-centred curriculum between online and onsite student nurses of SMU Buea, Southwest Cameroon.

Material and Methods

Research Setting

Cameroon is in West Africa. It borders Nigeria to the west, Chad to the

northeast, the Central African Republic to the east and Equatorial Guinea, Gabon, and the Republic of the Congo to the south. Cameroon lies at the junction of western and central Africa. Its ethnically diverse population is among the most urban in western Africa. The capital is Yaoundé, located in the south-central part of the country. The country’s name is derived from Rio dos Camarões meaning “River of Prawns”, the name given to the Wouri River estuary by Portuguese

explorers of the 15th and 16th centuries. Camarões was also used to designate the river's neighbouring mountains. Until the late 19th century, English usage confined the term "the Cameroons" to the mountains, while the estuary was called the Cameroons River or, locally, the Bay. In 1884 the Germans extended the word Kamerun to their entire protectorate, which largely corresponded to the present state (Delancey & Benneh, 2018).

The Southwest Region of Cameroon is a province of Cameroon and constitutes parts of the territory of Southern Cameroons. Its capital is Buea. As of 1987, its population was 838, 042. Along with the Northwest Region, it is one of the two Anglophone (English-speaking) regions of Cameroon, and has long been a hotbed of separatist resentment against the perceived Francophone domination of the country. The region is divided into six divisions or departments including Fako, Koupé-Manengouba, Lebialem, Manyu, Meme, and Ndian. These are in turn broken down into subdivisions. Presidentially appointed senior divisional officer and subdivisional officers govern each respectively. The region was notable for having the first English-speaking University in Cameroon, the University of Buea, and similar to the Northwest, the Southwest region enjoys a considerably better infrastructure than its Francophone neighbours (IPFS.com, 2016).

SMU is a private, independent catholic university with operations in Cameroon and located in Buea, just a short distance from the Atlantic coast. It is also about one hour from the Douala International Airport. It is accredited in Cameroon and enjoys accreditation,

affiliation and partnership with foreign accreditation bodies and partners respectively. It is known as the only American-style University in Cameroon (StudyAbroad.com, 2018). SMU is modeled on the "American system of education" and at the same time ensuring that the university meets the Cameroonian standard. The school uses student centered approach to education, offering career-focused programme that are at the intersection of liberal arts, science, and technology (SMU, 2014). It operates four schools namely: the School of Arts and Education (SAE); School of Business and Public Policy (SBPP); School of Health and Human Services (SHHS); and the School of Science, Engineering and Technology (SSET).

The University offers Bachelor s, Masters programme on campus in Cameroon and online. SMU has open and rolling admissions, classes begin every month and as a result, it is never late to apply for admission. SMU accepts international students all year round. It operates on the "block plan," where students study two courses at a time, usually spending the entire month on the courses. The rolling admission, on which the school operates, makes it possible for international students to come to SMU at any time convenient to them. Student can take courses and/or visit great touristic attractions. The university's motto is "Servire Sine Fine," Latin for "Service Without Limit." The university's slogans include "Transforming Lives, Transforming Society" and "Learn with Support, Graduate with Confidence (Nairaland Forum, 2018; SMU, 2014 & PRlog, 2014).

Research Design

The research design used for this study is analytical descriptive design. Analytical descriptive research design was used to determine perception of student nurses of American-style University of SMU Buea, Southwest Cameroon.

Population of the Study

The total population for the study was 128 Nigerian students of SMU Buea, Southwest Cameroon that are accessible to the researcher. Thirty four (34) online and 94 onsite student nurses of Nigeria, comprising of 21 masters of nursing science and 107 bachelor of nursing science students respectively, constituted the population of the study. Below is the population matrix:

Table 1: Population of SMU's Students on Onsite and Online and, MSc and BNSc

Programme of Study				Modes of study			
Masters		BNSc		On Campus (onsite)		Online	
Male	Female	Male	Female	Male	Female	Male	Female
7	14	3	104	1	93	11	23
Total = 21		107		94		34	
Grand Total = 128				Grand Total = 128			

Note: The table presents the total population of the study. Source: SMU Calabar Liaison Office for Onsite students, and Online MSc and BNSc Whatsapp Group (2018).

Sample Selection Procedures

The sample size for the study was 128. The total population was small as a result all the students were included in the study. Convenience and purposive sampling techniques were employed. Purposive sampling technique was used with regards to target population and location of study

Instrument for Data Collection

The instrument for this study was a self structured and validated questionnaire titled "Perception of Student Nurses of American-style University of SMU Questionnaire (PSNAUSMUQ)". It consisted of two sections: Section A was designed to elicit personal information about the respondents, while section B entailed information on the dependent variables under study, for example, perception of flexibility, student-centre curriculum and mode (onsite or online studies) of study of SMU's system of education. The questionnaire was

constructed using five point likert-type scale. The respondents were expected to indicate their degree of agreement or disagreement with each of the statements by indicating Strongly Agreed (SA), Agreed (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) which are weighed 5, 4, 3, 2, and 1 respectively. A positively keyed statement attracts higher value for SA, A and UD while negatively keyed statement attracts higher value for SD, D and U. The criterion mean for decision making was set at three (3.00).

The questionnaire attempted to collect data on the feelings and experiences of respondent. Split half method was used to determine the reliability of the study. A total of 26 non-Nigerian and non-nursing students of SMU Buea that were not part of the study population were served the questionnaire. The returned questionnaires were split into two equal parts of 13 each. They were first correlated using Pearson Product Moment

Correlation Coefficient (PPMCC) and the reliability on full test was done using Spearman Brown formula. The analysis was done using SPSS version 22. The reliability coefficient $r = 0.87$ obtained was high enough for the instrument to be used for the study.

Ethical Consideration

Administrative authorization and ethical clearance was obtained from the project committee and office of the Registrar of Saint Monica University, Buea, Southwest Cameroon. The students were assured of

confidentiality of their responses and proper citation of materials consulted was ensured to avoid plagiarism.

Method of Data Analysis

Data was analyzed using descriptive statistics of means and standard deviation to answer research questions. Hypothesis was tested using Z-test at 0.05 Alpha level of significance. The analysis was done using SPSS version 22. The results of the data analysis were presented in tables for ease of comprehension.

Results:

Research Question One: How do student nurses perceive flexibility of SMU's Buea, Southwest Cameroon, system of education?

Table 2: Mean and Standard Deviation of Responses of Student Nurses' Perception of Flexibility of SMU's System of Education

n=80									
S/No.	Items	SA	A	UD	SD	D	Mean	Std. Dev	Remarks
1	SMU operates a rolling (monthly) admission system.	36	28	10	0	6	4.10	1.12	Agreed
2	Students can be enrolled at the start of every month.	51	29	0	0	0	4.64	0.48	Agreed
3	The academic programme runs on 'block' system.	48	29	3	0	0	4.56	0.57	Agreed
4	Students register for and take a maximum of two courses per month.	19	41	0	10	10	3.61	1.32	Agreed
Grand Mean							4.23	0.87	

Table 2 showed that all the items have positive response rates, since their weighted mean are greater than the criterion mean of 3. This result implied that for item 1-4 with mean 4.10, 4.64, 4.56, and 3.61, respondents agreed that SMU operates a rolling (monthly) admission system, students can be enrolled at the start of every month, the academic

programme runs on 'block' system and students register for and take a maximum of two courses per month. Additionally, the grand mean 4.23 affirmed that student nurses had positive perception on flexibility of system of education of SMU Buea, Southwest Cameroon.

Research Question Two: How do student nurses perceive student-centred curriculum of SMU Buea, Southwest Cameroon?

Table 3: Mean and Standard Deviation of Responses of Student Nurses' Perception of Consultation with Students by SMU Buea, Southwest Cameroon n=80

S/No.	Items	SA	A	UD	SD	D	Mean	Std. Dev	Remarks
1	There are transparent procedures in place for students to be able to give feedback on the quality of educational process.	41	3	36	0	0	4.06	0.99	Agreed
2	Students are consulted on curriculum content.	0	23	36	15	6	2.95	0.88	Disagreed
3	Students are consulted on the teaching and evaluation methods used.	23	20	19	18	0	3.60	1.13	Agreed
4	Are student involved in periodic programme quality reviews.	0	3	44	23	10	2.50	0.76	Disagreed
Grand Mean							3.28	1.12	

Table 3 revealed that most of the student nurses perceived that there are transparent procedures in place for students to be able to give feedback on the quality of educational process and students are consulted on the teaching and evaluation

methods used as their mean scores range from 3.06-4.06, which is greater than the criterion mean of 3.00. The grand mean of 3.28 indicated that students are sometimes consulted by SMU Buea, Southwest Cameroon.

Table 4: Mean and Standard Deviation of Responses of Student Nurses' Perception of Assessment Methods of SMU Buea, Southwest Cameroon n=80

S/No.	Items	SA	A	UD	SD	D	Mean	Std. Dev	Remarks
1	Your institution uses peer assessment and peer learning.	0	23	47	10	0	3.16	0.63	Agreed
2	Your institution has programmes for which it uses activity-based learning.	45	26	9	0	0	4.45	0.69	Agreed
3	Group-work is used in the learning process within your institution.	56	24	0	0	0	4.70	0.46	Agreed
Grand Mean							4.10	0.59	

Table 4 showed that all the items have positive response rates, since their weighted mean are greater than the criterion mean of 3. This result implied that for item 1 - 3 with mean 3.16, 4.45, and 4.70, respondents agreed that the institution uses peer assessment and peer

learning; institution has programmes for which it uses activity-based learning and group-work is used in the learning process within your institution. The grand mean 4.10 affirmed that student nurses had positive perception on assessment methods of SMU Buea, Southwest Cameroon.

Research Question Three: To what extent does mode (onsite or online) of study influence perception of student-centred curriculum amongst student nurses of SMU Buea, Southwest Cameroon?

Table 5: Mean and Standard Deviation of Responses on Influence of Mode of Study on Students Nurses' Perception of Student-centred curriculum of SMU Buea, Southwest Cameroon n=80

S/N	Items	Mode of study													
		On site (65)							On line (15)						
		SA	A	UD	SD	D	Mean	SD	SA	A	UD	SD	D	Mean	SD
1	There are transparent procedures in place for students to be able to give feedback on the quality of educational process	35	0	30	0	0	4.08	1.00	6	3	6	0	0	4.00	0.93
2	Students are consulted on curriculum content	0	20	30	15	0	3.08	0.74	0	3	6	0	6	2.40*	1.24
3	Students are consulted on the teaching and evaluation methods used	20	20	10	15	0	3.69	1.14	3	0	9	3	0	3.20	1.01
4	Students are involved in periodic program quality reviews.	0	0	35	20	10	2.38*	0.74	0	3	9	0	3	2.80*	1.01
5	There are straightforward procedures in place for students to appeal decisions regarding their academic attainment or progression.	40	15	10	0	0	4.46	0.75	6	0	6	0	3	3.40	1.55
		Grand Mean					3.54	0.87	Grand Mean					3.16	1.15

*Disagreed

Result in Table 5 indicated that onsite students agreed to all the items except item 4 which suggest that the students are not involved in periodic programme quality reviews. On the other hand, the online students disagreed that students are consulted on curriculum content and are rarely involved in periodic program quality

reviews with mean scores of 2.40 and 2.80 below the criterion mean. The grand mean of 3.54 and 3.16 showed that onsite students nurses' have slightly higher positive perception of the student-centred curriculum than their online counterparts of SMU Buea, Southwest Cameroon.

Test of Hypotheses

The null hypothesis was tested in the study at 0.05 Alpha level of significance:

H₀₁. There is no significant difference in perception of student-centred curriculum between online and onsite student nurses of SMU Buea, Southwest Cameroon.

Table 6: Z-Test Analysis of Perception of Student-Centred Curriculum between Online and Onsite Student Nurses of SMU Buea, Southwest Cameroon

Variable	N	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Onsite	65	3.54	1.16	78	1.114	1.96	0.05	Failed to reject
Online	15	3.16	1.30					

Table 6 showed the mean scores of 3.54 and 3.16 for onsite and online student nurses respectively. Furthermore, at 78 degrees of freedom and 0.05 level of significance, the calculated z-test F value (1.114) was less than the z-critical of F value (1.96); hence, the researcher retained the null hypothesis. Therefore, there is no significant difference in perception of student-centred curriculum between onsite and online student nurses of SMU Buea, Southwest Cameroon.

Discussion of Findings

Findings of the study indicated respondents agreed that SMU operates a rolling (monthly) admission system, students can be enrolled at the start of every month, the academic programme runs on 'block' system and students register for and take a maximum of two courses per month with means 4.10, 4.64, 4.56, and 3.61 which are above the criterion mean set at 3.00. The grand mean 4.23 affirmed that student nurses had positive perception on flexibility of system of education of SMU Buea, Southwest Cameroon. This implies that SMU system of education is flexible in line with American-style University system of education. The findings of this study similar to Gorki (2018) which stated that flexibility is the second greatest strength of the US university systems and continues to put US Universities at the top of almost every international university ranking published. The reason is simply because US universities can do what other universities cannot, that is, most degree programmes require a certain number of

classes in the discipline and let students choose the rest of their schedule.

Likewise, findings of the study revealed that that majority of the student nurses perceived that there are transparent procedures in place for students to be able to give feedback on the quality of educational process and students are consulted on the teaching and evaluation methods used as their mean scores range from 3.06-4.06, which is greater than the criterion mean sat at 3.00. This is further affirmed by the grand mean of 3.28 thereby indicating that students are sometimes consulted by SMU Buea, Southwest Cameroon.

Similarly, findings of the study disclosed positive response rates with mean 3.16, 4.45, and 4.70 which showed weighted mean is greater than the criterion mean of 3.00. This implies respondents agreed that the institution uses peer assessment and peer learning; also, the institution has programmes for which it uses activity-based learning and group-work is used in the learning process within your institution. Furthermore, the grand mean 4.10 also affirmed that student nurses had positive perception on assessment methods of SMU Buea, Southwest Cameroon

In addition, findings of the study showed respondents agreed that the institution uses peer assessment and peer learning; institution has programmes for which it uses activity-based learning and group-work is used in the learning process within the institution with means 3.16, 4.45, and 4.70. In same vein, the grand mean 4.10 further affirmed that student nurses had positive

perception on assessment methods of SMU Buea.

Additionally, findings of the study indicated that onsite students agreed that the students are not involved in periodic programme quality reviews. On the other hand, the online students disagreed that students are consulted on curriculum content and are rarely involved in periodic programme quality reviews with means scores of 2.40 and 2.80 below the criterion mean of 3.00. The grand mean of 3.54 and 3.16 showed that onsite students nurses have slightly higher positive perception of the student-centred curriculum than their online counterparts of SMU Buea, Southwest Cameroon. The results of the study agrees with the findings of the study by Shah, Parmar and Mehta (2014) who studied perceptions of faculty about student-centered curriculum noting in conclusion, that it was clear from the study that, overall, there is practice of teacher centered curriculum. However, students need to be consulted in process of curriculum and in preparing learning outcome in particular. Students should be part of quality assurance process.

The findings of the study revealed the null hypothesis was retained since the calculated z-test F value (1.114) was less than the z-critical of F value (1.96) , implying that there is no significant difference in perception of student-centred curriculum between online and onsite student nurses of SMU Buea, Southwest Cameroon. This contrasted the findings of Al-Humaidi, Al Barwani and Almekhlafi (2014) who investigated the effect of implementing learner centered methodologies in a teacher education programme in Sultan Qaboos University. Major findings of the study revealed significant differences in the performance of students in the two types of schools in favor of learner-centered schools. Despite the differences between the two groups on all measures, students' language performance of both

learner-centered and non-learner centered schools was found to be lower than the Ministry of Education specified minimum score.

Conclusions

1. Results revealed majority of the respondents strongly agreed that SMU's system of education is flexible; SMU operates a rolling (monthly) admission system and that students can be enrolled at the start of every month and that the academic programme runs on 'block' system. Furthermore, Results of the study also disclosed that majority of the respondents agreed that students register for and take a maximum of two courses per month.

2. Findings of the study disclosed SMU's curriculum is student-centred. Majority of the respondents strongly agreed there are transparent procedures in place for students to be able to give feedback on the quality of educational process. Results also revealed that agreed that majority of the respondents were undecided on students whether students are consulted on curriculum content. Another majority of the respondents strongly agreed that students are consulted on the teaching and evaluation methods used.

3. Likewise, results of the study revealed mean 3.16, 4.45, and 4.70 above the criterion mean of 3 which imply that respondents agreed the institution uses peer assessment and peer learning; institution has programmes for which it uses activity-based learning and group-work is used in the learning process within your institution. The grand mean 4.10 affirmed that student nurses had positive perception on assessment methods of SMU Buea, Southwest Cameroon.

4. Finally, findings of the study also showed that the calculated f-value (335.082) is significantly greater than the tabulated f-value (3.84), therefore, the H_{01} ,

there is no significant difference in perception of student-centred curriculum between online and onsite student nurses of SMU Buea, Southwest Cameroon was retained.

Recommendations

Based on the findings of the study the researcher made the following recommendations:

1. SMU management should organize seminars and workshop for students to enlighten them on the concept of American Style University and student centered curriculum.
2. The management of SMU should constitute a committee of members of faculty and students to work out modalities of student-centered curriculum.
3. Other basic tenets of student-centered curriculum should be implemented by SMU in the academic processes of the university.

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