

The Impact of Curricula and Teaching Methods on Personality Building Among a Sample of Students from the Faculty of Nursing at the University of Benghazi in Libya

¹Fouziyah Matroud Alsanousi Hamad; ²Mohd Syaubari Bin Othman;
³Muhammad Yusuf

^{1,2,3} Faculty of Human Development, Sultan Idris Education University

Abstract

Nurses are expected to provide safe and competent patient care in a highly complex, technologically advanced, and ever-changing health care environment. Nurses are required to make responsible and rational decisions in order to ensure safe and competent patient care. Today's nursing graduates face a different world than their predecessors. Changes in nursing education are warranted in order to prepare new graduates to meet these demands. (Abdullah & Chan, 2018) indicated that personality building is considered one of the important factors that a nursing student needs. It plays an important role in his academic and professional performance. Educational curricula are the basis for building personalities and qualifying them to lead society. Previous studies have clarified the relationship between the concept of curricula and what personal traits are and how to enhance them. (Afrah, 2022). Nursing care in Libya has been described as unsafe due to conflicting educational requirements. The curricula in nursing colleges still need to be developed to keep pace with rapid changes. Another challenge facing nursing education in Libya is that faculty members are not well qualified (Azevedo & Azevedo, 2017). Therefore, this paper aims to explore the impact of curricula and teaching methods on character building among nursing students. The study sample consisted of 218 male and female students from the College of Nursing. The questionnaire was prepared by the researcher to collect data. Data analysis was performed using structural equation modeling (SEM) via AMOS 24.0. Confirmatory factor analysis (CFA) was used to validate the proposed connections, while composite reliability (CR) was calculated to evaluate the consistency of the measurement model. The results found that educational curricula and teaching method positively affect personality building, with a factor of 0.386 ($P < 0.05$) and 0.273 ($P < 0.01$), respectively. This confirms that the curriculum and teaching methods at the Faculty of Nursing at the University of Benghazi are good

Keywords: Curricula, teaching methods, character building

Introduction:

Personality building for nursing students:

Nurses are expected to provide safe and competent patient care in a highly complex, technologically advanced, and ever-changing health care environment. The nurse's role has become increasingly complex, requiring higher levels of critical thinking and

clinical judgment skills than previously. Nurses are expected to make responsible and rational decisions in order to ensure safe and competent patient care. Today's nursing graduates face a different world than their predecessors. The demands of contemporary health care on nurses are greater than ever before, and changes in nursing education are warranted in order to prepare new graduates to meet these demands. Of utmost importance is the ability to meet patients' healthcare needs in a safe, ethical and comprehensive manner. Nursing graduates are expected to provide compassionate, safe, and effective care in multiple settings while keeping pace with rapid developments in health care. Kiran, Kristu, and K Vijayalakshmi,(2019). It is necessary for the wise teacher and for schools of nursing in the first place among educational institutions to accomplish a great deal of total training of character. This involves three types of actions: The first is usually an implicit if not explicit part of modern institutional programmes. It may be expressed in a specific course of nursing ethics or in the expression of the highest ethical nursing by each teacher, supervisor, or both. The second procedure involves the introduction of a specific course or courses in nursing psychology, or the articulation of this psychology by each teacher and supervisor or through both the course and individual focus. The third procedure involves the introduction of a specific course or courses in personality psychology whereby the trainee nurse becomes familiar with the principles of individual differences, with age, sex, occupation and constitutional type varying to the extent and with the aim of this. She may understand and integrate her own abilities better and knows how to understand and collaborate effectively with her partners and patients and with nursing staff and medical staff If the three procedures including lectures, discussions, periods of observation and practice under direction are well adapted to the general type, nurse in training, they will complement each other With remarkable results that move us far towards achieving our goal. Learning then becomes more effective along all lines because it becomes more important in its relationships. Service becomes more relevant because it is performed by a more well-adjusted individual with a greater understanding of those human beings she serves and the overall purpose of her service. (Catharine, 2015)

Curriculum and character building:

The progress of societies or their arrival at stages of backwardness is deeply linked to educational curricula and their role in building personalities and their influence on them. Hence, the importance of tracing and studying the history related to the rise of nations and the factors that actually led to their setback becomes clear to us. At present, the race between countries has become an educational race. The country whose mainstay is efficient education and good curricula is capable of winning the highest ranks in the civilizational race. The reason for this is that educational curricula are the basis for building personalities and qualifying them to lead society. That is, the stronger the educational curricula are and studied on scientific foundations, the

stronger the personality of the members of this society becomes and the more ready they are to lead their countries and peoples. Previous studies have clarified the relationship between the concept of educational curricula and the nature of personal traits and how to enhance them. These studies have shown that the personality of individuals is shaped by the indicators that surround them and within which they exist, in addition to the information obtained from the educational curricula that they receive, whether at school or university. Therefore, it has become important to create a balance between the personal characteristics of individuals and prepare them so that the individual is able to take control of matters. (Afrah, 2022)

In this regard, Nabil, 2019, says about good education and building the average personality, that one of the most important factors that helps build the personality and repair its distortions is rebuilding the educational system from nursery to university, passing through the various stages, to become a system that combines depth and integration between teaching and upbringing. How students think and communicate with sources of knowledge, and how they solve scientific problems (a question in mathematics, questions in chemistry, etc.), school problems (relationship with peers in school), or family and life, and this can only be achieved by creating an integrated system of factors, the most important of which is the presence of a structure. A valid scientific one in which there are playgrounds and places for artistic, cultural and recreational activities, in addition to classrooms and good means of explanation that are visible to all students. The students' seats must also be comfortable. There is also the backbone of the educational process, which is preparing the teacher who is able to deal with young people and who combines scientific knowledge. With the subject he teaches and the educational skills and teaching methods that develop thinking, creativity, and communication with sources of knowledge, there is the aspect of the curriculum and textbooks that should not be lower in level than the curricula and books of developed countries. This is in the field of applied sciences and mathematics. In the field of social and religious sciences, we must focus on teaching the true religion, history and geography of the homeland, provided that informational teaching is coupled with various activities and trips to build a moderate, tolerant personality capable of thinking and dialogue, proud of its homeland, loyal and proud of its country's history. In addition to the building, curricula, and teacher preparation, there are school activities, there is scientific educational administration, and there are educational and educational devices such as social service, libraries, laboratories, interaction with the surrounding environment, community service, playgrounds, and rooms for artistic and theatrical education and various hobbies. (Nabil, 2019)

Imam, Desi, Teguh, and Wildan, (2018) add in this aspect that the habits of lecturers, the behaviors displayed by lecturers, the campus climate, and even the students themselves are part of a hidden curriculum that can influence and shape the learner's personality. Character building becomes an important matter that must be carried out

continuously, so that the nation has a good generation with good character. Character building of students as future leaders is very important to be inculcated. Personality is a manifestation of behavior that is consistent and does not stand alone, which means that personality is integrated with the attitudes and values that someone holds. Character building must be done in harmony with the nation's way of life and the societal life situation that results from reflecting the diversity of society. building students' personalities must be programmed into teaching, official curricula, and hidden curricula, and integrated with culture in university education. Teaching students to build strong character requires lecturers who understand the values of education, act ethically, and have strong philosophical and pedagogical views based on traditions, local wisdom and national culture. Character building is an attempt to develop good behavior in students. These efforts must be supported by various parties so that student character building can be optimally achieved. There are five factors that must be taken into consideration by educational institutions so that current curricula can significantly influence student character building, namely: interpretation of teachers' directives; Knowledge of teacher behavior/adult satisfaction; Getting along with other students; Work effectively in groups. Avoid bullies.

Literature Review:

The impact of the curriculum on building the personality of nursing students:

Various studies have been conducted to evaluate the effects of curricula on many variables among nursing students in various places in the world. These studies have given different results, and this is normal given the different characteristics of the samples and tools used in these studies. One of these variables on which the impact of school curricula was measured is personality building. Despite the scarcity of studies describing the impact of school curricula on building the personality of nursing students, some studies have been found that attempt to evaluate this relationship. Some studies have indicated that medical education in general does not focus on building personality among students. (Naresh, Surajit, Kuldeep, and Sanjeev, 2015). However, many studies have attempted to identify personality building among nursing students. There are nursing professionals who reasonably assume that personality will be developed through classroom and clinical experiences. (Martha & M.N., 2014). There are those who believe that special programs should be introduced to develop this aspect among students (Naresh, Surajit, Kuldeep, and Sanjeev 2015).

Early studies in this aspect found positive development of several personality variables observed among nursing students. Although none of the changes were dramatic, several subtle changes may be relevant to practical nursing. Mixed results were observed among students over 30 years of age. The results did not confirm that the development of these students is due to learning nursing or to advancing age. (Gerry, Marie, and Hall 1993). Mihyun, Diane, Jamie, and Marilyn (2012) indicated that nursing education in South Korea has an impact on the development of moral

sensitivity among students. The planned ethical content in nursing curricula was effective in improving students' ethical sensitivity and moral reasoning (M Unger, and S D 2014) emphasized that developing curricula and introducing a multimedia approach based on principles in teaching and learning is effective in developing students' personalities and preparing them to serve society. Programs undertaking curriculum renewal should not only focus on curriculum content, but should also develop a variety of learning opportunities to facilitate the development of graduates' attributes. Catharine (2015) stated that nursing colleges and their members can contribute to developing the personal gifts of students through several aspects. On the constitutional side, the development of personal gifts can be achieved through more efficient selection of candidates. On the training side, personality development is envisaged (1) in the enrichment and balance of the intellectual menu; (2) in increasing the individual nurse's understanding of personal problems, her own problems, and the problems of others through direct presentation of psychological principles and through directed and interpreted communications among broader and broader representative groups; (3) by the care of the personal, physical and mental hygiene of the individual pupil nurse by competent specialists, and (4) finally, and most importantly, by the example of staff who themselves realize the possibilities of progress through insight into their own traits, by intelligent exercise and judicious control of Their intellectual and emotional talents, also by broad interests that are actively pursued and, above all, by the constant flexibility of adaptation and integration of personality that over the years enables an increasingly effective professional and personal life. In this regard, clinical practitioners suggested that the most important personality-building characteristic of nursing students is "sincerity," "cooperation," "responsibility," "responsibility," "consideration," "respect," and "compliance." Nursing teachers should integrate these elements into Comparative curricula and activities for character building for nursing students. (Kwag, 2019). Humanities curricula in medical sciences were also ineffective, even though this curriculum focused on developing students' capacity for perspective, reflection, self-reflection, and person-centered approaches to communication. S.E Carr et al, 2021) (Hur, Y, Yeo, S, and Lee 2022) evaluated a character building program in medical schools by surveying medical students on self-evaluation of one's character based on eight qualities (service and sacrifice, empathy and communication, care and respect, honesty and humility, responsibility and advocacy). cooperation and chivalry, creativity and positivity, patience and leadership) and analyzing the usefulness of learning methods to acquire elements of character building. The current character building education curriculum has not been effective in medical colleges. Therefore, diverse character education curricula should be developed and implemented in conjunction with extracurricular character programs. It has been found that the best way to build the eight character traits through team-based learning activities, followed

by club activities, peer relationships, professorial role models, and course study, is effective.

On the other hand, (Naresh et al, 2015) developed a special program to develop the personality of nursing students and used a psychologist to present this program. He found effective results for this intervention on the students. The majority noticed some improvement in their confidence, level of communication, personal relationships, emotional confidence, and stress management in a good way. better.

Some studies have attempted to evaluate the effects of the curriculum on some other personal characteristics of nursing students, including the readiness of nursing students to work in health care, the extent of students' satisfaction with the current curriculum, flexibility, and self-confidence. This research confirmed that school curricula need to be developed. These curricula should be able to provide students with the skills, knowledge and understanding of working in this field through the content and structure of the curriculum that may provide undergraduate students with the desire and confidence to seek employment in primary health care after graduation. (Kaara. Calma, Elizabeth, and Moira, 2019). Silvia, Giampiera, Ercole, and Rosaria (2021) said that there are four dimensions that predict satisfaction with the curriculum: faculty, curriculum, social, and development. With regard to determining the effects of curricula on resilience, Abeer, Mona. Shazly, Heba, and Omar (2020) indicated that implementing a soft skills training strategy for nursing trainees is effective for improving their civic behavior. The soft skills training strategy must be applied in all nursing curricula. Nursing faculty must be provided with all necessary learning resources in the educational system to support the development of students' soft skills. Resilient traits and behaviors can be developed by facilitating appropriate learning and teaching interventions. Educators can facilitate resilience by incorporating resilience education and training that includes the core concepts of resilience Reflexivity and self-confidence.

Patricia, Chesser, and Tony (2012) also revealed a significant difference in the amount and nature of theoretical preparation and clinical practice on the development of self-confidence for nursing students. Factors in clinical practice had the greatest influence. He emphasized that the development of self-confidence must be recognized as a central tenet for the design and delivery of bachelor's programs in nursing. (Martha and Mn, 2014) also emphasized that nursing specialists need to develop and implement educational curricula and strategies to prepare students to enter into positive professional relationships with their colleagues. These curricula must also provide students with information on psychological stress, its effects, and treatment, as well as effective mechanisms to confront it, in order to enhance Health and well-being among nursing students. (Khalil, 2018)

The effect of teaching methods on personality building among nursing students:

Nursing schools and institutes are keen to educate their teachers (academically and pedagogically). To achieve this, they work to train teachers through training courses and workshops. It is educationally known that there is no ideal method for teaching. Every teacher has the freedom to follow the method he deems appropriate for his lesson. He defines teaching methods as “the method or style that the teacher chooses to help students achieve behavioral educational goals.” It is a set of scientific procedures, practices, and activities that the teacher carries out in the classroom by teaching a specific lesson that aims to deliver information, facts, and concepts to students. In this regard, the teacher needs to be able To present the material, raise interests, explain, preface, clarify, and listen” (Rabia, 2015)

Decades of theories have described teaching as multidimensional. It is believed and expected that high-quality teachers will not only raise test scores but also provide emotionally supportive environments that contribute to students' social and emotional development, manage classroom behaviors, deliver rigorous content, and support critical thinking. Teachers vary greatly in their ability to influence students' social and emotional development and a variety of observed school behaviors (David, Matthew, and Kraft, 2017), meaning teachers are required to use a variety of teaching methods to bring about the desired change in their students' behaviors. Since each stage and specialization of study has its own characteristics, quality teachers have a great responsibility in choosing the appropriate teaching method, especially if the goal is not only to teach students the contents of the lessons but also to build their personalities. In this regard, Thomas (2006) and Mohammad (2016) stated that morals, values, and character development can be enhanced through an endless variety of teaching techniques such as role-playing, drama, simulation, educational games, debates, discussions, projects, and group work. educational visits, interviews, and brainstorming; Make use of reference materials using poems, stories, songs, photographs, posters and slogans. Other teaching techniques include project assessments, group work assessments, observational techniques, interviews, pre-testing, post-testing, anecdotal records, audio-visual assessments, active learning such as cooperative learning, problem-solving techniques, experience-based projects, and “topics” that integrate different topics.

On the other hand, some characteristics of teachers were identified, which have been proven to have an impact on building students' personalities. (Lukman et al, 2021) attempted to explain the personality characteristics of effective teachers in strengthening character building education. 12 personality traits of teachers have been identified that are effective in promoting character building education, including the ability to act as friends, the ability to lead by example, able to understand lessons, discipline, respect students, treat students impartially in terms of punishments, patient, relaxed, and willing. To pursue lifelong learning, master the skill of character

education, are not known as fierce teachers, and are seen as cheerful teachers. Effective teacher personality can provide understanding and improvement of character education in schools.

In nursing education, the effectiveness of the teaching methods used was evaluated on several variables, including personality building, academic achievement, and other variables. In an attempt to determine which teaching methods are most effective in nursing colleges, the results of previous studies indicate differences in determining which teaching methods are most effective. Some results have indicated that traditional lectures are more effective compared to other teaching methods (Kiran et al, 2019), (Laetita, 2021).

While (Noraliza, 2015) indicated that audio-visual learning was more effective for students at Omar Al-Mukhtar University in Libya. In this context, Jawdat and Muhammad, 2015, reported that role playing was more effective for nursing students in Jordanian universities.

In determining which teaching methods have an impact on building the personality of nursing students, previous research - despite its scarcity - has indicated differences in this regard. Problem-based learning and traditional lecture-type teaching were effective in teaching nursing ethics, but problem-based learning was more effective for nursing students in Taiwan (Chiou, Meei, Chun, and Che, 2010). (M Unger & BPhys, 2014) reported that the multimedia approach based on principles in teaching and learning is effective in developing students' personalities and preparing them to serve society. Mohammad (2016) stated that students should learn moral judgment through clinical teaching. Teaching ethics should also expand on the challenges students and junior doctors typically face to enhance ethical sensitivity and confidence in students. Teaching methods were also evaluated on some other characteristics of nursing students, including self-compassion, self-confidence, submissive behavior, critical thinking, flexibility, communication skills, palliative care, comfort, fear of death, and clinical practice anxiety. Some of these studies compared two or more teaching methods, while others examined one method. These methods include traditional, integrated, problem-based, simulation, active learning, and virtual learning. The results of these studies were different in determining which of these methods is better. The problem-based learning approach (PBLP) did not differ significantly from that of the traditional lecture-based curriculum (TNP) in affecting clinical practice anxiety (Katherine, Bev, and Carolyn, 2010), and a statistically significant effect of the integrated program on self-compassion was observed. And self-confidence for nursing students, in comparison with traditional learning and problem-based learning. The average submissive behavior scores were lower than those of students studying in the other two programs (Şahizer & Şerife, 2017). Alamrani, Alammar, and Alqahtanl (2018) found no differences between simulation-based teaching methods and traditional teaching methods on the critical thinking abilities and self-confidence of nursing students, suggesting that well-implemented educational programs that use either

teaching method effectively enhance Critical thinking and self-confidence among nursing students.

Pauline et al, 2020 attempted to explore how educational programs can promote resilient practices among nursing students. He identified the following five main learning and teaching methods as supporting the development of resilience: peer activities; Reflective practice Directed study Problem-based learning/Inquiry-based learning and experiential learning. In reviewing the literature, we interpret findings that indicate promising practices that teachers can use to support student resilience. Vickie, Sophia, Sandy and Cynda (2021), stated that interventions to promote nursing students' resilience are not well developed, however, there is promising evidence to inform concepts and interventions to guide the development, skills, practices and strategies of nurse educators. Educational strategies to enhance the student nurse's internal protective factors include reflection, positive reframing, problem-based learning, and mindfulness. Sanela, Brigita, Duška, Mediha, and Sedina (, 2021) concluded that the use of various active learning methods in simulation settings leads to improved critical thinking and communication skills in nursing students. Therefore, it is believed that the Peyton approach, mind mapping, and debriefing techniques should be included as tools for effective student learning and as preparation for performing safe nursing interventions directly with the patient.

Mauricio, Edith, and Carolina (2022) noted that strategies such as virtual courses, with innovative platforms and tools, could fill the gaps in curricula compared to palliative care training in Colombia. This method has shown to increase knowledge regarding palliative care and comfort, in addition to contributing to reducing the fear of death among participants

On the other hand, some researchers tried to compare the preference for teaching method according to the personality traits of nursing students. Aina, Orcid, and Miquel (2023) attempted to evaluate associations between personality traits and preferences for flipped classrooms or traditional lessons and satisfaction and achievement in nursing education, at the University of the Balearic Islands (Spain). It has been found that most students prefer the flipped classroom over traditional lectures. Students who scored high on neuroticism preferred the traditional class ($p < 0.001$). Furthermore, personality was associated with satisfaction: high levels of responsibility and internal locus of control were significantly associated with high satisfaction ($P < 0.05$). The study concluded that teachers should reconsider possible reservations about new teaching methods, which could be related to the student's personality.

The following important teaching techniques, methods and issues are suggested as they may significantly influence the promotion of values, morals and character development of students. The proposed teaching methods and issues are based on the results of previous research, and have practical implications that teachers and students can find useful for translating them into realistic situations, including: teacher training

through the professional development program - role - play and discussions - decision making - historical case studies - participation through debates. And student discussions - adopting professional values through job placement (Mohammad, 2016)

Nursing education in Libya

In the past four decades, there has been a significant horizontal expansion of health services in Libya. This has improved morbidity and mortality rates, especially those related to infectious diseases. However, measures such as the National Performance Gap Index reveal poor health system performance. The current Libyan health system suffers from many weaknesses. Overcoming current failures and further improvements are unlikely to happen automatically without proper planning and studies related to the reality of the health system or the colleges that provide these services. The health system must also rely on newer approaches such as management by objectives and risk management rather than the prevailing crisis management stance. (El Taguri, Elkhammas, Bakoush, Ashammakhi, Baccoush, and Betimal, 2016)

In terms of the curricula of nursing colleges, these curricula are still traditional and do not meet the requirements of modernity in the profession. These curricula have been developed by PhDs who obtained their qualifications from a developing country. The curriculum was introduced in 2007 after approval by the university's higher authorities. The curriculum does not include a "Health Assessment" course. English was not considered as a unit that students needed to learn before starting nursing courses offered in this language. Therefore, English courses were scattered over four years of study. In addition, the curriculum suffered from serious errors as it contained various courses that were based solely on the medical model and were taught by doctors. These courses were "General Internal Medicine", "Private Internal Medicine", "Forensic Medicine", "Obstetrics and Gynecology, Medicine and Surgery", "Geriatrics", "Pediatrics and Surgery", and "Psychiatry". "Mental Health" and "Community Health". Medicine. (Belal, 2017). (Arboleda et al, 2021) confirmed that the curricula in nursing colleges still need to be developed to keep pace with rapid changes. Another challenge facing nursing education in Libya is that faculty members are not well qualified (Azevedo & Azevedo, 2017).

The current Libyan medical education system is aging and, unfortunately, cannot meet societal needs and the new requirements of the World Federation for Medical Education (WFME). WFME has issued a strong statement for all international medical schools to meet new accreditation standards by 2023 in order to be recognized internationally. Libyan medical schools lack approximately 70% of international standards, and will require a significant amount of time and resources to solve the problem. The process of changing and updating the system will involve all parts of the learning environment, including students, teachers, curriculum, resources, research, and administrative bodies. (Arif, 2019)

Educational outcomes in the nursing sector still do not meet the demand and the severe shortage of professional nurses, which in turn affects patients and health care. The level of nursing care in Libya is insufficient due to the lack of good nursing education. Nursing practice depends on expatriate workers, and most of the qualified nursing staff are not Libyan. According to Ali Muftah Obaid, who serves as Libya's Minister of Education, there is a great deal of work to be done in the field of education. He believes that the curriculum should be modified to focus more on broadening students' horizons and preparing them for real life. The curricula are considered traditional in their information and do not meet the needs of students. In addition, he believes there should be more opportunities for trainers to participate in craft workshops (2021, Arboleda et al). Libya suffers from a lack of resources and a shortage of trained teachers in the nursing sector, leading to a persistent shortage of health services. Since the beginning of the Libyan revolution in 2011, the country's nursing workforce has been in a difficult situation (Cambaza, 2023). After many nurses left the country, the primary goal of nursing schools in Libya was to replenish the country's nursing workforce. In order to increase the number of nurses in the workforce who have completed baccalaureate programs, Libya Nursing invited nursing and public health representatives from a US-based academic medical institution and a medical nongovernmental organization to work with local stakeholders on an entire country assessment. This evaluation revealed the advantages and disadvantages of various national programmes, in addition to providing suggestions for formulating a plan to raise nursing education to the level required to meet international standards. Which can be used as a starting point to strengthen Libya's capacity to deliver health services, especially during this transitional period when opportunities arise to move in new directions. Specifically, this could serve as a starting point for enhancing Libya's capacity to provide quality health services. (Edwards, Corley, and Lucea, 2022)

Based on the reports issued by the Libyan health sector regarding the health situation in Libya, the final report was issued to evaluate the performance of medical colleges in government universities 2021, which was issued by the committee formed by the decision of the Minister of Higher Education and Scientific Research No. 169 of 2021, which confirmed that there is a significant shortage of medical personnel in the sector. Nursing needs to know the reasons that led to this deficiency. The report indicated that the evaluation of the performance of medical colleges in Libyan government universities is still faltering. However, despite this stumble, the University of Benghazi is considered the first among the Libyan government universities, and it is the first university established in Libya, and this is what gives the researcher the motivation to carry out such a study.

Another problem facing nursing students is that there is a significant weakness between the teaching methods used in nursing colleges and the academic performance of students. It is taken for granted that there must be a correspondence between theory and the basis of practice. However, studies have indicated that nursing

students still face a gap between theory and practice (Oducado, Amboy, Penuela, and Belo, 2019). Traditional (teacher-centered) teaching may take a long time to fill this gap; Therefore, we must resort to new types of education to enable nursing students to discover their own abilities, that is, nursing education must be student-centered using various learning tools. Due to the limitations of the traditional teaching model such as lack of quality medical teachers, practical and contemporary infrastructure tools, and this in turn needs studies to evaluate the current situation of nursing students, evaluation of teaching effectiveness includes evaluation of teaching strategies (including teaching materials), and evaluation of methods used to evaluate the performance of nursing students. Student, and student learning assessment. (Arboleda et al,2021)

With regard to character building, character building education is not new, but scientific study of its effectiveness has only been carried out sporadically over the past thirty-five years. Therefore, many applications of character building education do not depend on a scientific knowledge base (Birhan, Shiferaw, Amsalu, Tamiru, and Tiruye 2021). The study (Abdullah & Chan, 2018) indicated that personality building is considered one of the important factors that a nursing student needs. It plays an important role in his academic and professional performance. This study recommended the importance of studying personality building among nursing students. Personal qualities such as self-confidence, self-awareness, empathy, caring, and leadership ability are often mentioned in nursing textbooks as desirable characteristics in nurses. However, relatively little has been done to evaluate how these traits develop in the context of nursing education. Official target documents in nursing education emphasize the importance of appropriate personal development. Gerry, Marie, and Hall (1993) pointed out that character building has been neglected in nursing education. This was also confirmed by (Naresh, Surajit, Kuldeep, and Sanjeev, 2015), as they consider personality building to be largely missing in medical curricula.

In the Libyan context, a study (Muhammed et al, 2021) revealed the aim of determining the prevalence of burnout among hospital health care workers in Libya during the coronavirus disease (COVID-19) pandemic and the civil war. The study results yielded a sample size of 532 participants. Of these, 357 (67.1%) reported emotional exhaustion (EE score ≥ 10), 252 (47.4%) reported depersonalization (DP score ≥ 10), and 121 (22.7%) reported a lower sense of personal accomplishment (PA score ≥ 10). Sex was associated with higher emotional exhaustion and personality disintegration. Occupational specialization was significantly associated with emotional exhaustion and personality disintegration.

This paper attempts to explore the impact of curricula and the effectiveness of teaching methods on building the personality of nursing students. Also, after several workshops were held to identify gaps in curricula related to nursing and midwifery in Libyan universities and to make some amendments to these curricula, no studies have

been conducted so far, to the researcher's knowledge. To evaluate the impact of these curricular modifications on character building among nursing college students.

The primary objective of this paper is to discover the impact of curricula and teaching methods on personality building among a sample of students from the Faculty of Nursing at the University of Benghazi in Libya.

Study hypotheses:

- 1- There is a positive impact of the curriculum on building the personality of nursing students
- 2- There is a positive impact of teaching methods on building the personality of nursing students.

Method:

The study sample

The study sample consisted of 218 male and female students from the College of Nursing at the University of Benghazi in Libya from all semesters.

The data collection tool in this study is the questionnaire, which was prepared by the researcher

Data Analysis

In this study, data analysis was conducted using Structural Equation Modeling (SEM) via AMOS 24.0. A Confirmatory Factor Analysis (CFA) was employed to validate proposed connections, while Composite Reliability (CR) was computed to assess the measurement model's consistency. Convergent and discriminant validity were evaluated based on criteria established by Fornell and Larcker. Additionally, to comprehensively explore the data, route analysis was utilized to examine the intricate multivariate relationships among constructs.

Results

Measurement Validation

The study employed Confirmatory Factor Analysis (CFA) to assess the construct validity and reliability of the model's dimensions. As depicted in Figure 2, CFA was conducted on three constructs: educational curriculum (EC), teaching method (TM), and personality building (PB), aiming to validate each dimension within the studied population. The measurement model underwent multiple revisions, guided by modification indices and removal of items with low loading. Ultimately, a refined measurement model was attained, exhibiting satisfactory outcomes subsequent to the researcher's elimination of problematic items.

The results revealed a robust total model fit, evidenced by a chi-square (χ^2) value of 429.181, with degrees of freedom (df) = 202, and $p = 0.000$. Moreover, the Root Mean Square Error of Approximation (RMSEA) was 0.072, well below the acceptable

threshold of 0.08 (Hair et al., 2013). Additionally, Comparative Fit Index (CFI) = 0.947, Tucker-Lewis Index (TLI) = 0.939, and Incremental Fit Index (IFI) = 0.947, all surpassing the 0.90 threshold. These overall goodness-of-fit indices collectively indicate that the measurement model fits the data well.

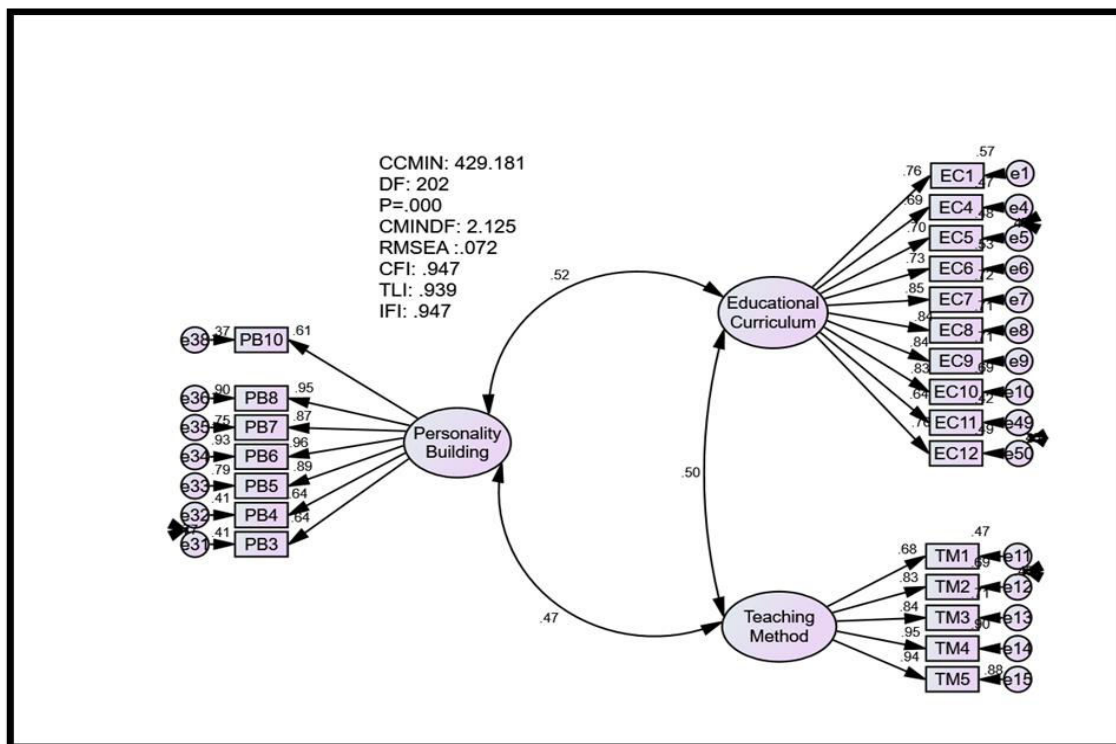


Figure 1: Study measurement model

Convergent validity (CV) refers to the extent to which one indicator correlates positively with other indicators designed to assess the same construct (Hair, 2013). To establish convergent validity, researchers must adhere to two criteria. Firstly, all indicators must exhibit statistically significant loadings, ideally at 0.5 or higher (Hair et al., 2017; Kline, 2015). Secondly, the Average Variance Extracted (AVE) should exceed 0.5 (Hair et al., 2017). The finalized measurement model, including its standardized factor loadings, is detailed in Table 1 below.

The standardized factor loadings consistently exceeded 0.7, providing initial evidence of convergent validity. Furthermore, all z-score critical ratios surpassed the -1.96 to 1.96 range, and the associated p-values were all below 0.001 for each measurement item, indicating their statistical significance. Additionally, the estimated Composite Reliability (CR) and Average Variance Explained (AVE) values for individual factors are presented in Table 1. Each AVE factor exceeded 0.5, while its CR surpassed the acceptable threshold of 0.7 and exceeded the AVE value. These conditions collectively support strong evidence for convergent validity.

Table 1
The descriptive statistics of the measurement constructs:

Construct	Item	Factor loadings	SE	T-Value	P-Value	CR	AVE
Educational Curriculum	EC1	.757					
	EC4	.685	.074	10.366	***		
	EC5	.696	.078	10.547	***		
	EC6	.731	.076	11.163	***		
	EC7	.847	.072	13.253	***	0.932	0.580
	EC8	.844	.076	13.200	***		
	EC9	.842	.078	13.163	***		
	EC10	.831	.079	12.949	***		
	EC11	.645	.078	9.687	***		
	EC12	.702	.070	10.663	***		
Teaching Method	TM1	.684					
	TM2	.832	.086	14.893	***		
	TM3	.843	.122	11.534	***	0.930	0.729
	TM4	.950	.114	12.781	***		
	TM5	.935	.109	12.632	***		
Personality Building	PB3	.642					
	PB4	.638	.057	17.699	***		
	PB5	.887	.117	11.112	***		
	PB6	.964	.120	11.787	***	0.927	0.652
	PB7	.866	.122	10.916	***		
	PB8	.951	.117	11.684	***		
	PB10	.611	.132	8.227	***		

Table 2 diagonally illustrates the Average Variance Extracted (AVE) variables, showcasing divergent validity. Squared inter-factor correlation values, denoting shared variance, are positioned above the diagonal, while inter-factor correlations are below it. The absence of inter-factor correlations exceeding 0.8 strongly supports discriminant validity, consistent with findings in Hair et al. (2017) and Kline (2023). Moreover, divergent validity is evident as each AVE factor surpasses its squared inter-correlations with all other factors. This underscores the distinctiveness of the study's factors, indicating minimal overlap and affirming their ability to measure the intended constructs effectively.

Table 2
Correlation matrix and average variance extracted

Constructs	CR	AVE	1	2	3
Personality Building	0.927	0.652	0.807		
Educational Curriculum	0.932	0.580	0.522	0.762	
Teaching Method	0.930	0.729	0.466	0.498	0.854

Note: a square root of average variance extracted (AVE)

Evaluation of the Structural Model and Hypothesis Testing:

Once the measurement model was validated by replacing correlations between dimensions with hypothesized causal paths, the model was transformed into a hypothesized structural model. This process retained correlations only among exogenous constructs to capture any covariance between dimensions, following guidelines from Awang (2012) and Hair et al. (2013). The structural hypothesized model was then estimated using Analysis of Structures (AMOS version 24.0) and Maximum Likelihood Estimation (MLE) on the collected data.

The model's results were evaluated based on goodness-of-fit indices and the accuracy of parameter estimates. Additionally, the squared multiple correlation (SMC) of indicators was analyzed. The obtained values were meticulously compared against suggested thresholds to ensure robustness. The results indicated a chi-square (χ^2) value of 429.181, with degrees of freedom (df) = 202, and p = 0.000. Moreover, the Root Mean Square Error of Approximation (RMSEA) was 0.072, well below the acceptable threshold of 0.08 (Hair et al., 2013), while Comparative Fit Index (CFI) = 0.947, Tucker-Lewis Index (TLI) = 0.939, and Incremental Fit Index (IFI) = 0.947 all exceeded the 0.90 threshold.

These statistical findings, consistent with the hypothesized model, support the assertion that the structural model effectively explains the data.

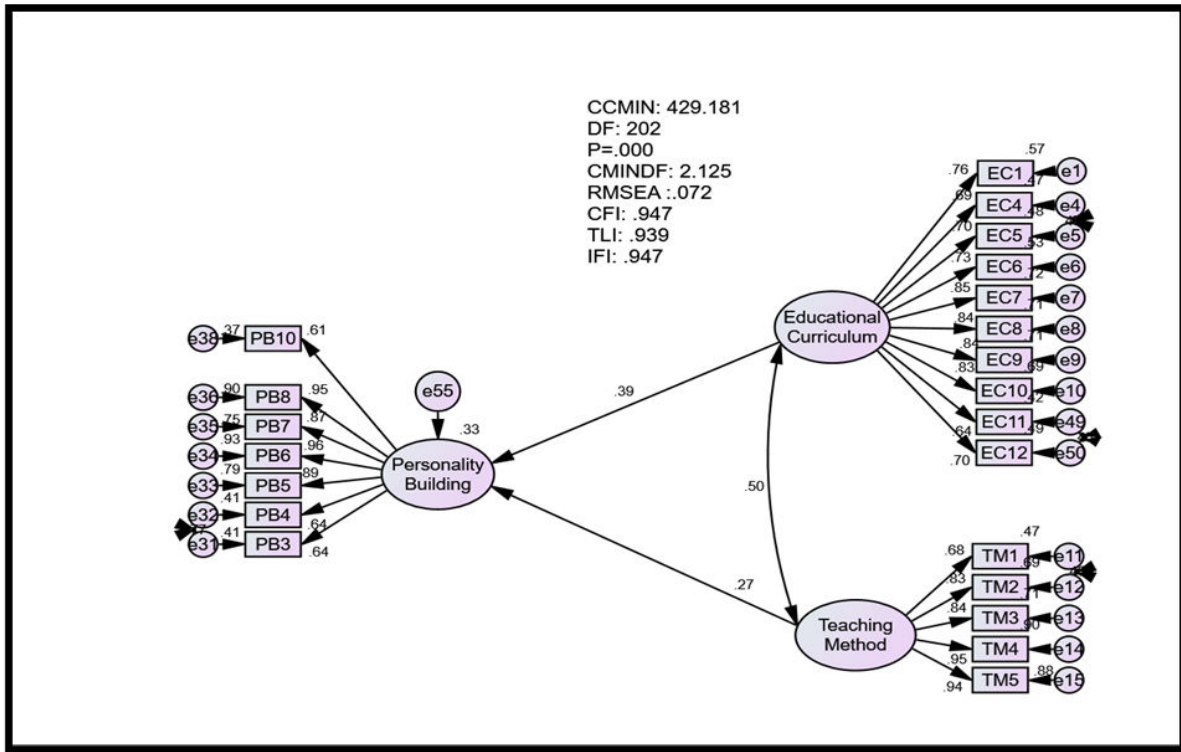


Figure 2

Study structural model

The results of the final structural model, including standardized path coefficients, are illustrated in Figure 2. As per the model's insights, educational curriculum and teaching method collectively explain 33% of the variance in personality building. The paths depicted in Figure 2 reveal that educational curriculum and teaching method positively influence personality building, with coefficients of 0.386 ($p < 0.05$) and 0.273 ($p < 0.01$), respectively. Consequently, the model substantiates the two hypotheses posited in the research

Table 3
The direct hypotheses

Structural Path	** (>.2)	C.R (>.196)	P-value	Decision based on the test of significance
H ₁ EC → PB	.386	4.843	0.000	supported
H ₂ TM → PB	.273	3.629	0.000	supported

Discussion:

Nurses face many and complex challenges in the work environment and are expected to make responsible and rational decisions in order to ensure safe and competent patient care. This requires having a strong, mature and compassionate personality, and nursing colleges are primarily responsible for preparing and building the

personality of nursing students. The results of this study showed that there is a positive impact of curricula and teaching methods on building the personality of nursing students in the study sample, and this result supports the study hypotheses.

Regarding the results of the first hypothesis, which says that the curricula positively affect personality building among students of the College of Nursing, these results were positive in the sense that the curricula adopted in the College of Nursing positively affected the development and building of the students' personality, and the results of this study are consistent with the findings of the study. Some studies, such as (Gerry et al, 1993), indicated that there was a positive development of many personal variables observed among nursing students. Although none of the changes were dramatic, many of the subtle changes may be relevant to practical nursing, and a study (Mihyun et al, 2012) found that nursing education in South Korea has an impact on the development of ethical sensitivity in students. The planned ethical content in nursing curricula was effective in improving students' ethical sensitivity and moral reasoning. Likewise, the results of the study (M Unger, and S D 2014) confirmed that developing curricula and introducing a multimedia approach based on principles in teaching and learning is effective in developing students' personalities and preparing them to serve society. This finding is consistent with Ray (Martha & MN, 2014) who assume that personality will be developed through classroom and clinical experiences. This means that the curricula offered at the Faculty of Nursing at the University of Benghazi enjoy strength and diversity, and take into account character building in their preparation, whether directly or indirectly. As we note from the dates of these studies, they are somewhat old, and this study is very recent and explores the impact of the curriculum on personality building. This variable is very important and has a major role in the success of students in their academic, practical, and social lives. This indicates that the newly modified curricula in the College of Nursing are excellent curricula.

On the other hand, this result differs from the results of many studies, such as Naresh et al., 2015, which indicated that medical education in general does not focus on building personality among students. Likewise, S.E. Carr et al., 2021) found that humanities curricula in medical sciences are ineffective despite This curriculum focused on developing students' capacity for perspective, reflection, self-reflection and person-centred approaches to communication. This is what Hur et al, 2022 also found, as they pointed out to me that the current personality building teaching curriculum was not effective in medical colleges. Therefore, these curricula must be developed.

This result also contradicts the results of some studies that attempted to evaluate the impact of nursing curricula on some other personal characteristics of nursing students, and these characteristics include the readiness of nursing students to work in health care, the extent of students' satisfaction with the current curricula, flexibility, and self-confidence. This research confirmed that school curricula need to be developed. (Patricia et al,2012) (MN & Martha, 2014) (Khalil, 2018) (Kathryn et al,

2020) (Kaara et al, 2019) (Abeer et al, 2020) (Amira et al, 2022). This difference may be due to the nature of the curricula used in those colleges, and other factors may also contribute to this difference, such as the nature of the sample and the tools used in these studies.

As for the second hypothesis, which states that there is a positive effect of teaching methods on building the personality of nursing students, the result also supported this hypothesis, meaning that teaching methods had a positive effect on building the personality of nursing college students. This result is consistent with the results of studies (Chiou et al, 2010). (Unger & BPhys, 2014) and (Mohammad, 2016). The difference between the results of the current study and other studies is that the previous studies tested between two or more teaching methods and measured which of them is more effective in building students' personalities, while the current study measured All teaching methods generally used in the College of Nursing aim to build students' personalities, and there is no differentiation between one method and another.

In comparison between the results of this current study and the results of other studies, the effect of teaching methods on some other characteristics of nursing students was evaluated and compared. These characteristics include self-compassion, self-confidence, submissive behavior, critical thinking, flexibility, communication skills, palliative care, comfort, and fear of death. , and clinical practice concerns. As a study (Katherine et al, 2010) (Şahizer & Şerife, 2017) (Alamrani et al, 2018) (Sanela et al, 2021) (Mauricio et al, 2022) and various methods were used, such as the problem-based learning method and traditional methods, the integrated program Simulation-based teaching methods, active learning methods, and virtual course strategies have all found positive results with a statement of preference for one method over another. They are consistent with the result of this study, and this indicates that the teaching methods used in the Faculty of Nursing at the University of Benghazi were good and very influential on Building students' character, which indicates that well-implemented educational programs that use any of the teaching methods effectively promote change in students.

On the other hand, the results of this study can be used to respond to the results of other studies in the Libyan context. These studies evaluated the curricula and teaching methods used in nursing colleges in some Libyan universities, and the results of those studies indicated the weakness of the curricula and teaching methods in those colleges as a study (Azevedo & Azevedo, 2017 (which found that another challenge facing nursing education in Libya is that faculty members are not well qualified. And the study (Oducado et al, 2019), which indicated that there is a significant weakness between the teaching methods used in nursing colleges and the academic performance of students, and the study (Arboleda et al, 2021) which confirmed that the curricula in nursing colleges still need to be developed to keep pace with rapid changes.

We can also use this result to respond to the statement of the World Federation for Medical Education (WFME), which believes that Libyan medical colleges lack approximately 70% of international standards. These curricula and teaching methods are good and effective in building students' personalities, which is considered one of the most important goals of the educational process. In any academic specialty, it prepares a citizen with a strong personality that is beneficial to himself and the society to which he belongs.

This result also explains the strength of the curriculum and teaching methods in the College of Nursing, and thus we can respond to what was stated in the study (Muhammed et al, 2021), which indicated the presence of emotional exhaustion and personality disintegration among health care workers in Libyan hospitals during the Corona pandemic, as this may be the reason. Is it due to exceptional circumstances or any other factors, or in terms of their preparation and building their personalities in colleges, it was done well according to the results of the current study?

In conclusion, this study provided a specific evaluation of the curricula and teaching methods used in the College of Nursing at the University of Benghazi, and the result showed the validity of the curricula and teaching methods used, as they build the students' personalities and thus enhance their self-confidence in order to carry out their duties and responsibilities towards their society. (Abdullah & Chan, 2018) stated that personality building is considered one of the important factors that a nursing student needs. It plays an important role in his academic and professional performance. This study recommended the importance of studying personality building among nursing students. Personal qualities such as self-confidence, self-awareness, empathy, caring, and leadership ability are often mentioned in nursing textbooks as desirable characteristics in nurses.

Limitations of the study:

These results are based on evaluating the impact of curricula and teaching methods on character building only. This does not negate the fact that there may be some weaknesses in these curricula and teaching methods because there are many variables on which we did not measure their impact. This study was also conducted on students within the college, so studies can be conducted. Other nurses working in hospitals must ensure that these curricula have a long-term impact and have prepared these students well for the future. It is known that life in the work environment is completely different from studying in colleges.

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