Perception of Respondents on Factors Affecting Management of Nursing Education Institutes

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ABSTRACT

Management in education institute entails working with and through teachers, non teaching staff and students to get things done effectively. A descriptive cross-sectional study design was used to find out the management of nursing education institutes in selected colleges at Kathmandu valley. Data was collected in 2019 from 14 colleges. Sample size was 620, including 14 administrators, 229 faculties and 377 bachelor level final year nursing students. Ethical approval was taken from Nepal health research council. Self-administered structured questionnaire was used to collecting data and analysis was done in SPSS version 16.Keys factors were identified that may affect the management of nursing education institutes (NEI). All most all administrators agreed in all indicators. But there was different opinion on faculties and students. Highest percent of faculties disagreed on visions, mission, staffs understood (70%), class schedule, clinical supervision and students' teacher ratio, nursing leadership (17%) and resource availability. Fifteen percent students disagreed in functioning alumni, library facility, strategic plan and function of executive committee (36.1%), use of operation plan, lesson plan (22.3%), class schedule (16.4%), and facility of skill laboratory (9.1%), clinical supervision (27.6%) and proper students' teacher ratio (36.3%). In quality assurance system majority of the facilities disagreed and all most all students undecided. Analysis of variations between group (administrators, faculties, students) found statistical significance (p-value <0.05). So it is concluded the perception of students, faculties and administrator were found different on management of the nursing education institutes.

KEYWORDS

Education institutes, Management, Management system, Nursing

INTRODUCTION

The education institute is an organization of complex activities which are carried out by people and are coordinated by different persons. Thus, management is crucial in institute to co-ordinate the various activities of the units for goal achievement. Management in education institute entails

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working with and through teachers, non teaching staff and students to get things done effectively. Institute management has its attention primarily on academic. It is more concerned with the institution, its goals, policies and execution of these policies (UNESCO, 2014). In institute management, the primary aim has to do with the improvement of teaching and learning. The functions of management in institute are performed by the campus chief (principal) known as the manager (Kashyap, (n.d). Nepal has been massive increase in the privatization of nursing education with rapid expansion in the number of nursing colleges. Privatization may help its remarkable achievements, with multiple challenges too. One of the challenges is quality of education with optimum standards set by Nepal Nursing Council (NNC) and universities. With the increasing number of nursing colleges in the country, some of private nursing colleges are good and rest others are not up to the nursing standards. It is a bitter fact that non-technical runs the technical colleges, hospitals, who do not have adequate expertise to run these programs. Consequently, nursing science has also turned into commercial business in Nepal due to lack of stringent legislation and loopholes in governing policy (Adhikari, 2014)

METHODOLOGY

A descriptive cross sectional research design was used to find out the perception of respondents on effectiveness of management for nursing education. Data were obtained from administrators, nursing faculties and final year bachelor level nursing students. This study was conducted in nursing education institutes located in Kathmandu valley. A non probability purposive sampling technique was used to select the institutions. Total 14 Nursing institutions were selected from Tribhuvan University, Kathmandu University, Pokhara University, Purbanchal University and their constituent and affiliated colleges and health science academic. Data were collected from 14 administrators, 229 faculties (nursing teachers), and 377 students using by self administrates structure questionnaires. Ethical approval was obtained from NHRC. Written and verbal consent was taken from each respondent and institutes. Research instrument was developed by researcher herself on reference of Nepal nursing council basic minimum requirement criteria and extensive literature review. The research instrument had included major two parts. Part one included background information of the respondents and part second perceptions on management of nursing institutes in liker scale. It included 81 indicators. Each scale divided 5 points, strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). The minimum score is 81 and the maximum score is 405. Data was analyzed by using SPSS version 16 software. The findings were described in descriptive and inferential statistics.

RESULTS

Table 1: Background information of Respondents

		n=620
Characteristic	**Number**	**Percent**
Types of respondents		
Administrators	14	2.3
Faculties	229	36.9
Students	377	60.8
District		
Kathmandu	515	83.1
Lalitpur	105	16.9

Table 1 shows that higher percent of respondents were students (60.8%) and majority were them from Kathmandu district (83.1%).

Table 2 Vision, Mission and Objectives of NEI

Statement	Responses	Administrators(n=14)		Faculties(n=229)		Students(n=377)	
		N	%	N	%	N	%
Vision of the institute is clearly stated	S. agree	14	100	64	27.9	1	0.3
	Agree	0	0	68	29.6	362	96
	Undecided	0	0	50	**21.8**	3	0.8
	Disagree	0	0	33	**14.4**	11	2.9
	S. disagree	0	0	14	**6.11**	0	0
Mission of NIE is congruent with rational of its establishment	S. agree	14	100	64	27.9	1	0.3
	Agree	0	0	70	30.6	349	92.6
	Undecided	0	0	59	**25.8**	20	**20**
	Disagree	0	0	32	**14.8**	7	**7**
	S. disagree	0	0	2	**0.9**	0	0
Goal of NIE clearly written in institutional plan	S. agree	14	100	63	27.5	1	0.3
	Agree	0	0	72	31.4	355	94.2
	Undecided	0	0	64	**27.9**	18	4.8
	Disagree	0	0	25	**10.9**	3	0.8
	S. disagree	0	0	5	**2.2**	0	0
Staff understood the vision, mission and objective of NEI	S. agree	14	100	67	29.3	1	0.3
	Agree	0	0	72	31.4	332	88.1
	Undecided	0	0	59	**25.8**	30	**8**
	Disagree	0	0	26	**11.4**	14	**3.7**
	S. disagree	0	0	5	**2.2**	0	0

NEI= Nursing education Institute

Table 2 shows the vision, mission and objectives of the nursing education institutes. All administrators strongly agreed in all statements. But only 29.6% faculties were agreed on visions

clearly stated and 29.6% faculties agreed goal of the NEI is clearly stated in institutional plan and only 31.4% faculties agreed the staffs understood the vision, mission and objectives of NEI.

Table 3: Perception of Respondents on Academic Activities of the NEI

Statements	Responses	Administrator(n=14)		Faculties(n=229)		Students(n=377)	
		No.	%	No.	%	No.	%
Implementation of the operational plan properly	S. agree	14	100	229	100	0	0
	Agree	0	0	0	0	320	84.9
	Undecided	0	0	0	0	13	**3.4**
	Disagree	0	0	0	0	44	**11.7**
	S. disagree	0	0	0	0	0	0
Lesson plan is prepared and implement in all unit	S. agree	14	100	229	100	13	3.4
	Agree	0	0	0	0	280	74.3
	Undecided	0	0	0	0	43	**11.4**
	Disagree	0	0	0	0	41	**10.9**
	S. disagree	0	0	0	0	0	**0**
Class schedule is prepared and implemented systematically	S. agree	14	100	118	51.5	0	0
	Agree	0	0	56	24.5	308	81.7
	Undecided	0	0	6	**2.6**	7	**1.9**
	Disagree	0	0	36	**15.7**	62	**16.4**
	S. disagree	0	0	13	**5.7**	0	0
Teaching learning activities are used according to topic	S. agree	14	100	191	83.4	6	1.6
	Agree	0	0	24	10.5	305	80.9
	Undecided	0	0	4	1.7	8	2.1
	Disagree	0	0	8	3.5	56	**14.9**
	S. disagree	0	0	2	0.9	2	**0.5**
NEI had separate laboratories: Basic science, Fundamental, Midwifery etc	S. agree	14	100	47	20.5	4	1.1
	Agree	0	0	168	73.4	335	88.9
	Undecided	0	0	0	0	5	1.3
	Disagree	0	0	14	**6.1**	32	**8**
	S. disagree	14	100	47	**20.5**	4	**1.1**
Adequate supervision is provided in clinical practices	S. agree	14	100	222	96.9	5	1.3
	Agree	0	0	4	1.7	263	69.8
	Undecided	0	0	0	0	5	1.3
	Disagree	0	0	3	1.3	100	**26.5**
	S. disagree	0	0	0	0	4	**1.1**
Proper students teacher ratio	S. agree	14	100	176	76.9	2	0.5
	Agree	0	0	26	11.4	230	61
	Undecided	0	0	4	1.7	8	2.1
	Disagree	0	0	19	**8.3**	137	**36.3**
	S. disagree	14	100	176	76.9	2	0.5

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Table 3 depict that all administrator agreed in all statements. Higher number of faculties agreed all most all statement but one third of the faculties disagreed in functioning of student alumni, strategic plan of the NEI and executive committee functioning. Higher number on students agreed in most of the statement. However, some of the students disagreed in functioning of students alumni, more than one-third of student disagreed library can meet the student learning need, strategic plan of NEI and executive committee functioning.

Table 4: Perception of respondents on academic management of the NEI

Variables	Responses	Administrators(n=14)		Faculties(n=229)		Students(n=377)	
		No.	%	No.	%	No.	%
NEI had written plan for quality assurance	S. agree	5	35.7	0	0	0	0
	Agree	5	35.7	18	7.6	16	4.2
	Undecided	4	28.5	60	26.2	360	**95.5**
	Disagree	0	0	147	**64.2**	0	0
	S. disagree	0	0	4	**1.7**	1	0.3
Quality assurance system is properly used	S. agree	5	35.7	0	0	0	0
	Agree	5	35.7	0	0	0	0
	Undecided	4	**28.5**	6	2.6	346	**91.8**
	Disagree	0	0	219	**95.6**	30	8
	S. disagree	0	0	4	1.7	1	0.3
It is communicate to all staff	S. agree	5	35.7	0	0	0	0
	Agree	5	35.7	0	0	0	0
	Undecided	4	28.5	0	0	333	**88.3**
	Disagree	0	0	212	**92.6**	43	**11.4**
	S. disagree	0	0	17	7.4	1	**0.3**
Institution head is actively involved in quality assurance system	S. agree	5	35.7	0	0	0	0
	Agree	5	35.7	0	0	0	0
	Undecided	4	28.5	0	0	338	**89.7**
	Disagree	0	0	213	**93**	38	**10.1**
	S. disagree	0	0	16	**7**	1	**0.3**

Table 4 shows that perception of administrators on academic management of the NEI. All administrators strongly agree all statements. Faculties agreed some of the statements but more than one fifth of the faculties disagreed on teaching learning activities, class schedule implementation, clinical supervision and proper students' teacher ratio. More than one fifth on the students disagreed on implementation of operation plan, preparation of the lesson plan (22.3%), implementation of class schedule (16.4%), availability of skill laboratory (9.1%),adequate clinical supervision (27.6%) and proper students' teacher ratio (36.3%).

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Table 5: Perception of Respondents on Quality Assurance System

Statement	Responses	Administrators(n=14)		Faculties(n=229)		Students(n=377)	
		N	%	N	%	N	%
NIE had functioning student alumni	S. Agree	9	64.2	78	34.1	0	0
	Agree	2	14.2	55	24	235	62.3
	Undecided	2	14.2	22	9.6	84	22.3
	Disagree	0	0	74	32.3	56	**14.9**
	S. disagree	0	0	0	0	2	**0.5**
NEI has own skill laboratory	S. agree	14	100	223	97.4	0	0
	Agree	0	0	6	2.6	258	**68.4**
	Undecided	0	0	0	0	7	**1.9**
	Disagree	0	0	0	0	112	**29.7**
	S. disagree	0	0	0	0	0	0
Library can meet the students learning needs	S. agree	14	100	229	100	0	0
	Agree	0	0	0	0	330	87.5
	Undecided	0	0	0	0	0	0
	Disagree	0	0	0	0	46	**12.2**
	S. disagree	0	0	0	0	1	**0.3**
Strategic plan is clearly stated	S. agree	14	100	89	38.9	1	0.3
	Agree	0	0	65	28.4	208	55.2
	Undecided	0	0	54	**23.6**	131	**34.7**
	Disagree	0	0	14	**6.1**	36	**9.5**
	S. disagree	0	0	4	**1.7**	0	0
Executive committee is well functioning	S. agree	14	100	117	51.1	0	0
	Agree	0	0	70	30.6	134	35.5
	Undecided	0	0	28	12.2	136	**36.1**
	Disagree	0	0	11	**4.8**	98	**26**
	S. disagree	0	0	3	**1.3**	9	**2.7**

Table 5 indicates the perception of respondents on quality management system of the NEI. Higher percent of the administrator agreed in all statement but one third of the administrators disagreed in all statements. Majority of the facilities disagreed in all statements. All most all students undecided and disagreed in all statement.

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Table 6: **Perception of Respondents on Administration of NEI**

Statements	Responses	Administrators(n=14)		Faculties(n=229)		Students(n=377)	
		No.	%	No.	%	No.	%
Nurse leader provide effective leadership	S. agree	14	100	144	62.2	0	0
	Agree	0	0	45	19.7	269	71.4
	Undecided	0	0	18	**7.9**	26	**6.9**
	Disagree	0	0	13	**5.7**	77	**20.4**
	S. disagree	0	0	9	**3.9**	5	**1.3**
Personnel are recruited by open competition	S. agree	10	71.4	182	79.5	6	1.6
	Agree	2	14.2	26	11.4	153	40.6
	Undecided	2	14.2	7	3.1	119	**31.6**
	Disagree	0	0	11	4.8	94	**24.9**
	S. disagree	0	0	3	1.3	5	**1.3**
Resources available to operate the institute	S. agree	12	85.7	83	36.2	5	1.3
	Agree	2	14.2	78	34.1	176	46.7
	Undecided	0	0	29	**12.7**	45	**11.9**
	Disagree	0	0	35	**15.3**	151	**40.1**
	S. disagree	0	0	4	**1.7**	0	0
Financial activities are transparent	S. agree	13	92.8	87	38	3	0.8
	Agree	1	7.2	62	27.1	200	53.1
	Undecided	0	0	26	11.4	54	14.3
	Disagree	0	0	50	21.8	119	**31.6**
	S. disagree	0	0	4	1.7	1	**0.3**

Table 6 indicates the perception of respondents on administration and organization of the NEI. Higher percent of the administrator agreed in all statement. Majority of the facilities agreed in all statements but some faculties disagreed to leadership of nurse leader and about 17% faculties on resource availability to operate the institutes. Higher percent of students agreed all statement but 21.7% disagreed on nurse leader provide leadership, 26% disagreed personnel recruitment and 40.1% disagreed in resource availability and transparency of financial activities of NEI 31.9%.

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Table 7: Analysis of Variance among Respondents on Management of Nursing Education Institutes

Variables	F	Significance
Vision, Mission, objective of the NEI	27.33	0.00
Organization Administration of the NEI	595.19	0.00
Management of the faculties in NEI	512.56	0.00
Management of students of NEI	855.01	0.00
Student Evaluation methods	1901.48	0.00
Resources availability of the NEI	1057.45	0.00
Instructional delivery (Inside class room)	486.88	0.00
Management of Skill Laboratory of NEI	143.01	0.00
Clinical learning facilities	1010.35	0.00
Quality Assurance system of the NEI	914.36	0.00

Table 7 depicts the analysis of variance among the perception of respondents on management of nursing education institutes. Finding indicates that the perception between the respondents found different F value indicates that were statistical significances

DISCUSSION

Finding indicates some of factors were identified to affecting the nursing education institutes management. They were different perception of respondents on vision; mission and objectives of NEI. Administrators were strongly agreed in vision mission and objectives of the NEI. But in contrast (20.5%) faculties were disagreed in vision of the NEI written clearly, (15.7%) were disagree on mission of the NEI is congruent with its establishment, 13.1% faculties disagreed on goal of NEI is written in strategic plan and (13.6%) faculties were disagreed staff understood the vision mission and objectives of NEI. It shows indicative discrepancies between administrators and faculties perception difference on the vision mission and objectives of the institute. In multiple comparisons (post hoc test) mean difference (5.3) in (95% Cl). A study of Bangladesh shows that the teachers' perceptions of school's mission clearly. The overall mean of 4.34 indicated the presence of a mission, vision and goals in schools, there was not much variation in teachers' thinking regarding the application of mission, vision and goals in their schools (Salahuddi, 2015). The vision, mission and goals of the institution are objectives of education. The governance of the institution is reflective of an effective leadership; institution formulates its strategic planning and interacts with stakeholders. The institution monitors and evaluates its policies and plans. All decisions of the institution are governed by management of facts, information and objectives (Aital, 2015).

In organization and administration of the nursing educational institutes, there was some different in opinion found between administrator, faculties and students. Nearly one third (32.8%) of faculties and nearly half of students (44.5%) disagreed in strategic plan is clearly stated by NEI. Some of faculties (18.3%) disagreed in executive committees is well functioning.

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Nearly one third (31%) of students disagreed on chief of nursing programme had nursing background and similar the nursing chief had definite authority and accountability (29.6%) to exercise positional power. So the students (21.7%) were disagreeing in her leader leadership approach. Some issues were also seen regarding personnel policy in recruitment, promotion and termination (33.1%). Some of students (26.2%) disagreed in personnel recruited by open competition. 31.9% faculties and more than half of students (51.5%) students also disagreed on apply of the performance appraisal for personnel annually. Some of faculties (17%) and nearly half of student (40.1%) were disagree on resources available to operate the institutes. About one third faculties (35.3%) and students (38.1%) disagreed budget releasing timely to smoothly run the program, 23.5% faculties and 31.92% students were disagree and strongly disagree in financial activities is transparent on the institutes. In multiple comparisons, mean difference found between administrator and faculty 12.08. Administrator between students found 25.71. Both are statistical significance.

Faculties are the main asset of the education institutes. But they should be sufficient in number and capacity. Some of faculties (10%) and (36.3%) students were disagreed in proper students teacher ratio was maintained in theory and clinical. This finding supported by a study conducted in Bangladesh found that teacher-student ratio, and presence of trained teacher in school. In order to determine the student nurses' perceptions of factors relating to the proper guidance that influenced their academic performance. Similarly, 68% of them reported that adequate support received at the clinical area during attachment improved their practical skills and academic achievements (Dube & Mlotshwa, 2018).

This finding show that 32.3% faculty and 15.4% student disagreed in NEI has functioning students' alumni. A study conducted by Sarih (2019), show that the level of students' experiences is increasing, the future alumni generous can be enhanced.

Learning resource is the essential for the learning. At present study show 29.7% student disagree in NEI has own skill laboratory, 12.5 % student disagree in library meet the students learning need. It is the case in resource poor settings. Existence of barriers to effective clinical practise such as inadequate supervision, lack of resources is reported also in the study by Awuah-Peasah (2013) and a study conducted by Killam and Carter (2010) supported this finding.

Instructional delivery (inside classroom) 10.9% students disagreed lesson plan prepared 21.4% faculty and 16.4% students disagree in implementation of class schedule systematically 15.4% students disagree in used of Teaching Learning aids appropriately. Study result in Bangladesh supported this finding (Dube & Mlotshwa, 2018).

Clinical learning**:** At present study 11.3% faculty disagree in equipment material available in clinical. 27.6% students disagree in adequate supervision during clinical practices. Clinical supervision is a process of supporting and learning which enables the students to develop their knowledge and competence for their practice, and enhance client protection and safety of care in complex clinical situations by conducting such supervision, nursing students can acquire more skilful competencies.

Present study result supported by many study findings. One of them is a study conducted in north Tanzania (2019). The facilitating factors are effective supervision, adequate number of tutors, and clinical instructors. But berries are shortage of staff in the hospital for clinical supervision (89.6%). In addition, 21.9% of nursing students reported lack of teaching/learning resources such as equipment for nursing care procedures. This means that sometimes students performed procedure by shortcut contrary to the theory learned in class (Gemuhay, et al. 2019), Dehghani, et. al. (2016), Killam and Carter (2010), Magnussen and Amundson (2003).

Quality assurance is continuous process of evaluating the quality of education system, institutions, or programmes. All most all faculties were disagreed and strongly disagree in QAS used in NEI. All most all students were undecided on QAS implement in the NEI. A study in Ishik University supported the finding (Sameerah, 2018). Analysis of variance among the perception of respondents indicates that, the perception between the respondents found different F value indicates that were statistical significances.

CONCLUSIONS

Study findings indicated that all most all administrators agreed all most all statements. Some of factors identified the affect on management of nursing education institutes they were nursing education institutes had no clear vision, mission, objectives and strategic plan were not clear. Others were academic management and personnel management and quality assurance system were found different. So it is concluded the perception of respondents were significantly different between group in management system of nursing education institutes.

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