

Perception of respondents on Management of Nursing Education Institutes in Selected colleges at Kathmandu

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Abstract: The education institute management is a comprehensive effort to achieve some specific educational objectives. It deals with the educational practices, whereas educational philosophy sets the goals, educational psychology explain the principles, educational administration tells how to achieve educational objective and principles. A descriptive explorative research design was adopted, to identify the management of nursing education institutes; non probability purposive sampling technique was used by self administrator questioners among 620 respondents (administrators, faculties and students). The data was analysis by using SPSS version 16. Findings were described in descriptive and inferential statistics. Result shows that more than half (60.8%) of the respondents were students, 64.28% respondents were from Purbanchal University. Majority of respondents (85.71%) were from private institutes located in Kathmandu district. Nearly half of the administrator as well as faculties' working experiences had more than 10 years and among them more than half had their job permanent. All administrators were satisfied in most of all factors related to education management, except the quality assurance system administrators (81%) were satisfied. All most all faculties were satisfied on the management of faculties, learners' management, curriculum delivery system, resource management and clinical field management by the institutes, but 74% of the faculties were satisfied in vision, mission and objectives of the institutes and below half faculties(41%) were satisfied in quality assurance system of nursing education institutes. Majority of the students (>71%) were satisfied in vision, mission and objectives of the institute, administration and organization of the institute, management of faculties, management of learners, resources management, curriculum delivery system, students evaluation policy, instructional delivery within the class room, skill laboratory management and clinical field management. But only 59% students were satisfied in quality assurance system of the education institutes. The overall perception of all respondents (>81%) found satisfied. The perceptions of respondents found varied in all variables. Administrators show high level of satisfaction, but the faculties' perceptions were below than administrator and the students' perception on management of institutes were low than administrator and faculties. It indicates that, the perception of respondents' in management of the educational institutes were not consistent. In statistical test show positive association between the groups (administrators, faculties and students) were found in analysis of variances (ANOVA) p value was less than (<0.05). So, it is concluded that the perceptions between groups are different in management of education.

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I. Introduction

Education is a fundamental human right that offers individual to live meaningful life. Evidence shows that education is vital for economic and social development. It also contributes to civilization of societies. It forms the basis for literacy, skills acquisition, to technological advancement. To actualize this, the education organization must be properly managed (Allen, A. 2015). Management of education is the process of learning values, attitudes, information and skills for the achievement of desired relations between resources and objectives(Choudhury,2001). The education institute is an organization of complex activities. This carried out by people coordinated by different persons. Thus, management is necessary in institute for goal achievement. That is working with teachers, non teaching staff and students to get things done effectively. Education institute management has its attention primarily on the institutes, its goals, policies and execution of these policies. These primary aims have to do with the improvement of teaching and learning, and all other activities of the n institute towards its outcome (UNESCO, 2014). The management education institutes programmes activities the process of putting things together in a harmonious manner. For this purpose administrator should ready to be exercise the management functions (WHO, 2011). The education administration is concern and conceptualized in diverse perspectives such as hierarchical set-up making use of tools, equipment, human and material resources, all attaining the goals for the organization is established. The administration of an institution has the responsibility for bringing together various resources and allocating them effectively to accomplish the general goals of the institution (Dangara, U. Y., 2016).

II. Material And Methods

A descriptive explorative research design was used. Information was obtained from administrators, faculties, and students of nursing education institutes

Study Design: Prospective open label observational study

Study Location: This study was conducted in Kathmandu valley

Study Duration: January 2016 to December, 2017.

Sample size: 620 participants.

Sample size calculation: the sample size was taken proportionately, 50% from all available subjects (Administrators, Faculties, and Students).

Subjects & selection method: Final year Bachelor level nursing students, using consecutive sampling method.

Inclusion criteria: Participant willing to participant in study.

1. Only regular final year students.
2. For administrator; head on nursing department only.

Procedure methodology

Non probability purposive sampling technique was used to select the campuses (Nursing education institutes) accordance to their affiliated university. Among them in Kathmandu valley half the administrators were selected for sample. Administrators include campus chief, deputy campus chief, programmer coordinator, Head of department etc assigned by the institute for managing the nursing programme. Among faculties and students 50% were selected for sample. Data were collected by self administer structure questioners, and analyzed by using SPSS version 16. The findings were described in descriptive and inferential statistics. Permission was taken from university and the nursing education institutions by verbal as well as written consent form each unit of sample. Ethical approval was obtained from National Health research council.

Statistical analysis

Data was analyzed using SPSS version 16 (SPSS). Descriptive statistics used in frequency, percentage, mean. Analysis of variance (ANOVA) was used for identifying the mean differences and variation. The level of significance ($P < 0.05$) was considered as the cutoff value or significance.

III. Result

The management of nursing education institutes were measured by eleven categories of variables, within these variables 81 indicators was developed by researcher through extensive literature reviewed and also references of minimum criteria prescribed by the authorities that were university and Nepal nursing council. The data were collected from three categories of respondents, one administrator of the nursing education institutes; they may campus chief, deputy campus chief, principle, coordinator and head of departments. The second categories of the respondents were faculties those involved in the teaching and guiding theory as well as clinical supervision involved in bachelor level nursing programme. Third categories were final year bachelor level student (Bachelor of Nursing Science (BNS) and Generic Bachelor of Science in nursing (B. Sc nursing). The findings were described as below:

Table 1 shows that more than half, 60.8% of the respondents were students, only 2.3% of the respondents were administrators majority of respondents were from Kathmandu.

Table 1: Background Information of the Respondents

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

The table 2 shows the perception of administrators on management of the nursing education institutes. In vision, mission and objectives of the nursing education institutes, curriculum delivery system, student evaluation policy and management of the skill laboratory all most all were satisfied (100%), and management of faculties, management of learners, instruction delivery within the class room (99%) administrators were satisfied and organization and administration of institutes, physical resources, clinical learning (98%) were satisfied. In the quality assurance system only (81%) administrators were satisfied.

Table 2: Administrators' Perception on Management on Nursing Education Institutes

Variables	Mean	S D	Min possible	Max Possible	%respect to max
Vision Mission and Objectives of institute	20.0	0.0	4	20.0	100
Organization and Administration	3.4	2.6	19	95.0	98
Faculties management	4.6	1.3	9	45.0	99
Learners management	4.3	1.2	11	55.0	99
Curriculum delivery system	5.0	0.0	5	25.0	100
Student evaluation policy	25.0	0.0	5	25.0	100
Physical resources	39.2	1.3	8	40.0	98
Instructional delivery within class	34.8	0.8	7	35.0	99
Skill Laboratory management	15.0	0.0	15	15.0	100
Clinical learning	29.4	1.4	6	30.0	98
Quality Assurance system	16.3	3.3	4	20.0	81

Table 3 shows the perception of the faculties on management of nursing education institutes. All faculties were satisfied in the students' evaluation policy. All most all were satisfied on the management of physical resources, learners management, curriculum delivery system, resource management and clinical field management of the institutes. 74% of the faculties were satisfied in vision, mission and objectives of the institute. But below half (41%) faculties were satisfied in quality assurance system of nursing education institutes.

Table 3: Faculties' Perception on Management

Variables	Mean	S D	Min possible	Max Possible	% with respect to max
Vision Mission and Objectives of institutes	14.7	4.3	4	20.0	74
Organization and Administration	81.3	6.4	19	95.0	86
Faculties management	41.3	2.5	9	45.0	92
Learners management	50.7	2.5	11	55.0	92
Curriculum delivery system	24.8	0.7	5	25.0	99
Student evaluation policy	25.0	0.1	5	25.0	100
Physical resources	38.5	1.5	8	40.0	96
Instructional delivery within class room	31.1	2.4	7	35.0	89
Skill Laboratory management	13.2	1.2	3	15.0	88
Clinical learning	29.0	1.3	6	30.0	97
Quality Assurance system	8.3	1.0	4	20.0	41

Table 4 shows the perception of the students on management of the nursing education institutes. where most of (71% to 78%) students were satisfied in most of all variables (vision, mission and objectives of the institute, administration and organization of the institute, management of faculties, management of learners, resources management, curriculum delivery system, students evaluation policy, instructional delivery within the class room, skill laboratory management and clinical field management). But only (59%) students were satisfied in quality assurance system of nursing education institutes.

Table 4: Students' Perception on Management

Variables	Mean	S D	Min possible	Max Possible	% with respect to max
Vision Mission and Objectives of institute	15.6	1.2	4	20.0	78
Organization and Administration	67.7	4.4	19	95.0	71
Faculties management	34.0	3.1	9	45.0	76
Learners management	42.5	2.5	11	55.0	77
Curriculum delivery system	19.9	0.7	5	25.0	80
Student evaluation policy	19.3	1.4	5	25.0	77
Physical Resources	30.3	2.6	8	40.0	76
Instructional delivery within class room	26.1	1.9	7	35.0	74
Skill Laboratory management	11.4	1.6	3	15.0	76
Clinical learning management	23.1	1.7	6	30.0	77
Quality Assurance system	11.7	1.0	4	20.0	59

The table 5 depicts the overall perception of all respondents in aggregated form. It indicates most of the respondents (81% to 86%) were satisfied in all variables. Those were in management of faculties, learners' management, curriculum delivery system, resources management, skill laboratory management and clinical field management. Most of (77%) respondents were satisfied on vision, mission and objectives and organizational and administration of the institutes. Above half (53%) of the respondents were satisfied on quality assurance system of the institute.

Table 5: Final table of Perception of Respondents

Variables	Mean	S D	Min possible	Max Possible	% with respect to max
Vision Mission and Objectives of inst	15.4	2.9	4	20.0	77
Organization and Administration	73.3	8.9	19	95.0	77
Faculties management	37.0	4.7	9	45.0	82
Learners management	45.8	4.8	11	55.0	83
Curriculum delivery system	21.8	2.5	5	25.0	87
Student evaluation policy	21.5	3.0	5	25.0	86
Physical Resources	33.5	4.6	8	40.0	84
Instructional delivery within class room	28.1	3.3	7	35.0	80
Skill Laboratory management	12.2	1.7	3	15.0	81
Clinical learning	25.4	3.3	6	30.0	85
Quality Assurance system	10.6	2.2	4	20.0	53

The table 6 depicts the association between the groups of respondents on management of nursing education institutes. The groups were administrators, faculties and students. There were significant different between administrators, faculties and students perception in all variables. By analysis of variances (ANOVA) test *p* value were less than 0.05 in all variables.

Table 6: Association between groups of Respondents on Management

Variables	Administrator		Faculties		Students		F	<i>p</i> value
	Mean	SD	Mean	SD	Mean	SD		
Vision , mission and objectives	20.0	0.0	14.7	4.3	15.6	1.2	27.33	0.00
Organization and administration	93.4	2.6	81.3	6.4	67.7	4.4	595.19	0.00
Faculties management	44.6	1.3	41.3	2.5	34.0	3.1	512.56	0.00
Learners management	54.3	1.2	50.7	2.5	42.5	2.5	855.01	0.00
Curriculum delivery	25.0	0.0	24.8	0.7	19.9	0.7	3876.51	0.00
Students evaluation	25.0	0.0	25.0	0.1	19.3	1.4	1901.48	0.00
Physical resources	39.2	1.3	38.5	1.5	30.3	2.6	1057.45	0.00
Instructional delivery	34.8	0.8	31.1	2.4	26.1	1.9	486.88	0.00
Skill laboratory	15.0	0.0	13.2	1.2	11.4	1.6	143.01	0.00

Clinical learning	29.4	1.4	29.0	1.3	23.1	1.7	1010.35	0.00
Quality assurance	16.3	3.3	8.3	1.0	11.7	1.0	914.36	0.00

IV. Discussion

The aim of this study was to identify the management system of nursing education institutes. The key indicators of the management nursing education institutes were developed. This consists of 81 indicators in eleven major categories. Each item measures by 5 liker score. Strongly agree (5), agree (4), Undecided (3), Disagree (2) and strongly disagree (1). The minimum score that can be obtained from respondent is 81 whereas the maximum score is 405. The major indicators were: vision, mission and objectives of institute, organization and administration of the institute, management of faculties, management of learners and management of physical resources, management of curriculum delivery system, Used of evaluation policy, instructional delivery inside the class room, managing skill laboratory, management of clinical practices area and management of quality assurance system in the institutes. These variables further categorized in five major management systems that were Institutional management, Academic management, Human resource management, financial management and Physical resources management. This described the management system of the education institutes.

Administrator: The finding shows the perception of the administrator on management of nursing education institute. It indicates that on the vision, mission and objectives of the institute, management of curriculum delivery, student evaluation policy and management of the skill laboratory all most all administrators were satisfied, and also management of the faculties, management of the learners, instruction delivery within the class room 99% satisfied and organization and administration management of the institute, resources management, clinical field management 98% satisfied. In the quality assurance system 81% administrators are satisfied. This finding is also supported by the study conducted in Robert & Sampson, found that the member of educational board will be educated and their impact on school is positive, for professional development it is essential for student teaching (Robert & Sampson, 2011). The administrator is a leader, which main functions are planning, organizing, controlling, and directing the activities and primarily has the right to make decisions. The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is put into practice in an appropriate manner, then there would be improvement in academic performance of the students (Maina, 2010).

Faculties: The perception of the faculties where all were satisfied in the students' evaluation policy. All most all are satisfied on the management of faculties, learners, curriculum delivery, resource management and clinical field management of the institute. Nearly quarter of the faculties were satisfied in the management of institute vision, mission and objectives. But least (41%) were satisfied in quality assurance system. This finding also supported by a study conducted by Fauzia Khurshid et al, where Teachers of private sector, younger, female, unmarried, contract, and private institution has good perception towards school facilities (Fauzia Khurshid et al. 2012). A study result show that regarding school facilities over 80% of elementary teachers appear to agree that the facilities are clean and well maintained (83.4%), that their work space is sufficient (80.7%), and that the physical environment is supportive of teaching and learning (85.9%) (Mary Keller Boudreaux, 2016). Skills and Abilities of the Teachers affect on students academic performance. They should possess adequate knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline and directing all of the classroom as well as school activities and functions in a well-organized manner (Maina, 2010). Evaluation of the performance and learning abilities of the students takes place through organization. It is vital for the teachers to implement their evaluation systems on the basis of the performance of the students. The performances of the students also determine the teaching-learning processes and instructional strategies implemented by the teacher which is directly related to students' performance outcome (Kapur, R. 2018).

Students: The finding shows the perception of the students, where most of (71% to 78%) the students were satisfied in the all most of all variables (vision, mission and objectives of the institute, administration and organization of the institute, management of faculties, learners, resources, curriculum delivery, students evaluation policy, instructional delivery within the class room, skill laboratory management and clinical field management). But least (59%) were satisfied in quality assurance system. This finding supported by a study conduct in Rawalpindi Islamabad found that Facilities enhance learning abilities of the learners. There is a positive correlation between schools facilities and academic achievement of learners Fauzia Khurshid et al. 2012). A study conducted in Malaysia found that students who are actively engage in the learning process are observed to have a positive correlation with the CGPA. A Study effort from student and the proper use of the facilities provided by the institution to the student, a good match between students' learning style and are positively affect the student's performance (Norhidayah Ali, et. al., 2009). This finding is also supported by (Kapur, R., 2018), where the *School Resources* is vital to make provision of resources that can be utilized to enhance the academic performance of students. The textbooks, notes, learning materials, hand-outs, technology,

library facilities and laboratory facilities, should include the essential materials. This similar finding by Kerry L. & Paulinen M. (2011) where students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and in the institution. Student performances are linked with different facilities that were easy access of library access to the internet facility, provision of transportation, scholarship, financial support. The academic environment is the effective variable for students has positive relationship grade level (Kirmani & Siddiquah, 2008). A study conducted in BPKIHS Dharan, show the overall score for perception of learning environment was 131.25 ± 15.82 (65.62% of maximum score) (Shrestha, E., Mehta, R.S., Mandal, G. *et al.* 2019).

Final perception of respondents:

It indicates most of the respondents (81% to 86%) were satisfied in all variables. Those were in management of faculties, learners' management, curriculum delivery system, resources management, skill laboratory management and clinical field management. Most of (77%) respondents were satisfied on vision, mission and objectives and organizational and administration of the institutes. More than half (53%) of the respondents were satisfied on quality assurance system of the institute.

Association between groups of respondents' perception Finding shows the association between the groups of respondents on management of nursing education institutes. These include administrators, faculties and students. There were significant different between administrators, faculties and students perception in all variables. By analysis of variances (ANOVA) test p value were less than 0.05 in all variables. This finding shows the perceptions of respondents were varied in all most all variables. On the view's of administrators (campus chief, deputy campus chief, principle, coordinator and head of department) shows high level of satisfaction in all variables. On the faculties' views their satisfaction levels were below than administrator. In students' perception on management of nursing education institutes were low then administrator and faculties. The analysis of the variances between the groups was tested it show the using ANOVA, which shows there were significant different in their perception on management of the nursing education institutes between the groups in all variables where p value less than 0.05. So, it can be concluded that, the management system of the educational institutes were not consistent according to respondents. So this study further need to explore those indicators which respondents' perception were different. So, the researcher explores those factors in next objective of this study.

V. Conclusion

The findings of this study indicated that there was not consistent level of satisfaction on types of respondents in management of the nursing educational institutional. Administrators were more satisfied than faculties and students. Faculties were almost all satisfied. But the students were low satisfaction level in compare to administrators and faculties. So it is concluded that the management of nursing educational were vary in the perspective on administrators, faculties and students. On the basis of the finding it is concluded that the perception on management of the nursing education institutes is different.

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