Management System in Nursing Educational Institutes

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Abstract: *The field of management is an exciting and dynamic one. Management is a process through which an organization coordinates the activities of people to reach at a common objective/goal. These activities include planning, organizing, leading, and controlling, and involve the effective utilization of the material and intangible resources. The objective of the study was to fine out the effectiveness of Management system for Nursing Educational institutional in selected districts (Nepal). This study was conducted in Kathmandu valley only. A descriptive explorative research design was adopted. Total sample size was 620 including administrators, faculties, and students. A non probability purposive sampling technique was used to select the campuses according to their affiliated university. The campuses were select to include all university. For the sample size 30% was select from faculties, and students. The data will collect through the self administer structured questioners. Data was analysis by using SPSS version 11.5 software. The findings show that 72% over all respondents were satisfied in institutional management. The maximum levels of the satisfaction were found in academic management (85%). Followed by physical resources management 82% respondents were satisfaction. The lowest levels of the satisfaction were found in human resources and institutional management 72%.*

1. Introduction

Management is a continuous, lively and fast developing science. It is needed to convert the disorganized resources and method into a useful and effective enterprise / institution. Management is a pipeline, the inputs are fed at the end and they are preceded through management function, and ultimately, get the end results inputs in the form of goods, services and satisfaction. Management is a social and technical process that utilizes resources, influences human action and facilities changes in order to accomplish an organizational goal (Clement, 2016).

Nursing is a profession that combines scientific principles and technical skills to achieve quality care. The quality care is come from quality in nursing education. This is absolutely crucial for the delivery of safe and high quality nursing care (Aziz 2011). Nurses represent the largest category of health worker and provide 80% of direct patient care. Nursing is a demanding and rewarding profession. It is due to dedicated and committed nursing workforce in the world. Nursing is an incredibly self-aware profession, constantly striving to improve and give patients the best possible care. These skills, knowledge and attitude they learn from their training. Clinical placements form a major part of nursing education and have an important role in students' perception of nursing. It is imperative that nurses are provided with the right education and skills to equip them for their future roles (Hanifi, 2012).

Nursing education should foster this strong emphasis on professionalism. It includes embedding a caring professionalism that has patient safety as its top priority, and respects the dignity and values of Service users and careers. It requires a constant commitment to quality, with a willingness to engage with and helps extend the evidence base for practice, and to develop reflective practice and critical judgment. The quality of skilled workforce depends on the quality of skill training in institute and workplace. Quality training in the institute and workplace depends on the skill instructor & supervision during clinical practices.

The most successful learning experiences take place in positive practical environments. The highest standards and good outcomes are achieved through individual learning. The international need for quality education and training services is a global phenomenon. Therefore, management has become the drive to achieve the required competitive skills to meet globally demands. The concept of quality assurance, control and management has emerged as a primary instrument and priority for evaluation of performance and accountability in the provision of quality service in education (Hattingh 2003).

The roles of tomorrow's nurses will be even more demanding and specialized, and will require even greater reserves of self determination and leadership as health care moves into a myriad of settings outside hospital. So, education system must produce nurses who have intellect and compassion, not one or the other. Nursing education is not an end in itself its primary purpose is to prepare the future nursing workforce. The key overarching question that emerged - what shape this workforce should be links with judgments about what future health services could and should be like, and what knowledge and skills nurses will need. These all kinds of knowledge, skills, and attitude should be developed the nursing educational institute in their students during their learning and training period. (Report of the will's, 2012*).*

2. Method

A descriptive explorative research design was used. Information was obtained from administrators, faculties, and students who were directly involved in nursing educational institute management. Study area nursing education institute located in Kathmandu valley. A non probability purposive sampling technique was used to select the campuses according to their affiliated university. The campuses were selected to include all university. For the sample size 30% was selected from faculties, and students. The students (BNS and BSc) were selected simple random technique using by lottery method. Data was analyzed by using SPSS version

11.5 software. 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. Approval was obtained from National Health research council. Written and verbal consent was taken from each respondent.

3. Result

Table 1: Background information of the respondents , (n = 620)

Types of respondents	Number	Percent
Administrator	14	2.25
Faculties	229	36.93
Students	377	60.80
Working Experience (n= 243)		
1 to 5 years	45	18.51
6 to 10 year	77	31.68
More than 10 years	121	49.79
Types of Job (n = 243)		
Permanent	127	52.26
Temporary	58	23.86
Other	58	23.86
District		
Kathmandu	514	82.5
Lalitpur	106	17.5

The above table shows that 60.80% respondents were from students and 36.93 % were from faculties and only 2.25% were administrators. Among them half (49.79%) of the respondents had more than 10 years working experiences. More than half (52.26 %) of the respondents had permanent types of job. Most (82.5%) of the respondents from Kathmandu district.

Table 2: Administrators' perception on management system of educational institutes (n = 14)

Variables	Minimum	Maximum	Mean	S D	Percent
Institutional management	72	85	80.5	4.4	95
Academic management	177	180	179.6	0.8	100
Human resources	52	60	58.9	2.3	91
Financial resources	13	15	14.8	0.6	99
Physical facility	54	60	58.5	2.1	98

The above table show that on the institutional management the minimum score is 72 and maximum 85 score (mean score 80.5/ SD + - 4.4). With respect to maximum score, 95% of administrators were satisfied in institutional management. In academic management all administrators were satisfy (100%). As like human resources management 91% administrators are satisfy, the minimum score is 52 and maximum is 60 (mean score 58.9 SD +-2.3). In financial and physical resources management 99% and 98% administrators are satisfy.

Table 3: Faculties' perception on management system of the educational institute (n =229)

Variables	Minimum	Maximum	Mean	S D	Percent
Institutional management	44	73	62.8	5.5	74
Academic management	161	180	174.1	3.0	97
Human resources	38	59	51.3	4.5	79
Financial resources	8	15	12.5	1.7	83
Physical facility	48	59	55.6	2.3	93

The above table 3 show that on the institutional management the minimum score is 44 and maximum 73 (mean score 62.8/ SD + -5.5). With respect to maximum score, 74% faculties were satisfied in institutional management. In academic management 97% faculties were satisfied. In academic management 97% faculties were satisfied. As like human resources management 79% faculties were satisfy, the minimum score is 38 and maximum is 59 (mean score 51.3 SD +-4.5). In financial and physical resources management 83% and 93% faculties were satisfy.

Table 4: Students' perception on management system of the educational institute   (n = 377)

Variables	Minimum	Maximum	Mean	S D	Percent
Institutional management	43	65	59.6	3.7	70
Academic management	103	151	139.8	6.2	78
Human resources	32	52	43.5	2.8	67
Financial resources	5	15	10.6	1.6	70
Physical facility	31	49	45	3.1	75

The table 4 show that on the institutional management the minimum score is 43 and maximum 65 (mean score 659.6/ SD + -3.7). With respect to maximum score, 70% students were satisfied in institutional management. In academic management 78% students were satisfied. As like human resources management6 7% students were satisfy, the minimum score is 32 and maximum is 52 (mean score 43.5 SD +-2.8). In financial and physical resources management 70% and 75% students were satisfy.

Table 5: Respondents' perception on management system of the educational institutes (n=620)

Variables	Minimum	Maximum	Mean	S D	Percent
Institutional management	43.0	85.0	61.3	5.5	72%
Academic management	103.0	180.0	153.4	17.7	85%
Human resources	32.0	60.0	46.8	5.5	72%
Financial resources	5.0	15.0	11.4	1.9	76%
Physical facility	31.0	60.0	49.2	6.0	82%

The table 5 shows that 72% over all respondents were satisfied in institutional management. The maximum level of the satisfaction was found in academic management (85%). Followed by physical resources management 82% respondents were satisfaction. The lowest level of the satisfaction was found in human resources and institutional management 72%.

4. Discussion

This study is to identify the management system of nursing educational institutes. For this purpose the keys indicators of the management system were developed on the basis of various literatures. The key indicators consists of 81 items under11 major topics. Each item had 5 ikert score. Strongly agree (5), agree (4), Undecided (3), disagree (2) and strongly disagree (1). The lowest score that can be obtained from respondent is 81 whereas the highest score is 405. The reliability of the instrument was examined by pretesting in 10% of population. The major topics of the items were: Institutes' vision, mission and objectives of institute, organization and administration, faculties, learners, curriculum, evaluation policy, availability of resources, instructional delivery inside the class room, skill laboratory,

clinical practices, and quality assurance system within the institute. These topics further divided in five major management systems that were institutional management, academic management, human resource management, financial management and physical resources management. These all items focused to the management system of the educational institutes.

Administrator: The finding shows that on the institutional management the 95% of administrators were satisfied. In academic management all administrators were satisfy (100%). As like human resources management 91% administrators are satisfy, in financial and physical resources management 99% and 98% administrators are satisfy.

Faculties: The findings show that on the institutional management with respect to maximum score, 74% faculties were satisfied. In academic management 97% faculties were satisfied. In academic management 97% faculties were satisfied. As like human resources management 79% and in financial and physical resources management 83% and 93% faculties were satisfy.

Students: The findings show that on the institutional management with respect to maximum score, 70% students were satisfied. In academic management 78% students were satisfied. As like human resources management 67% students were satisfy, in financial and physical resources management 70% and 75% students were satisfy.

Overall satisfaction of the respondents: The findings show that 72% over all respondents were satisfied in institutional management. The maximum levels of the satisfaction were found in academic management (85%). Followed by physical resources management 82% respondents were satisfaction. The lowest levels of the satisfaction were found in human resources and institutional management 72%.

5. Conclusion

The study findings indicated that there was consistent satisfaction in types of respondents in management system of the nursing educational institutional. There were no significantly differentiate found in the specific types of the management the maximum score was found in academic management and the minimum score was wound in human resource management and institutional management system. So, the finding further need to further clarified in each item of the major eleven areas of the management indicators.

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