

## Governance: Governance Indicators in Nursing Faculty, Benha University

Abdel-Rahim S. Shoulah, Sabry A. Salem, Hala A. Abed Hassen, Hoda S. Abd El-Hamid\*, Omyma M. Hassen

Department of Community Medicine, Faculty of Medicine, Benha University, Benha, Egypt

\*Corresponding author: Hoda S. Abd El-Hamid, Mobile: (+20) 01275478932, E-Mail: hoda.saad2018@yahoo.com

### ABSTRACT

**Introduction:** Governance is the system through which the organization's work is directed and monitored at the highest level in order to achieve its objectives and to meet the standards of responsibility, integrity and openness.

**Objectives:** To determine the degree of practice of the principles of governance in the of nursing faculty from viewpoint of its faculty members, administrative staff and students. **Subjects and Methods:** This descriptive cross sectional study was conducted to assess the degree of practicing the principles of governance at University College of Nursing in Benha from the viewpoint of its faculty members, administrative staff and students. Data were collected using a questionnaire formed of 83 questions to staff member, administrators and students.

**Results:** This study finding illustrated that 60.0% of staff members, 62.6% of administrators and 59.2% of students had their knowledge about governance in Benha Faculty of Nursing regarding total items.

**Conclusion:** There is no statistically significant difference between staff member, administrators and students regarding their score of knowledge about total transparency, total participation and total rule of law. However difference between staff member, administrators and students regarding their score of knowledge about total accountability, total strategic vision and total efficiency and excellence are of statistically significant importance.

**Keywords:** Governance, Knowledge, Staff member, Administrators, Students, BUH.

### INTRODUCTION

Good governance plays an important role throughout the world. Recently there has been much debate about good governance and its role in development in terms of improving economic performance and financial investment <sup>(1)</sup>. Good governance represents one of the most important requirements to achieve development in all societies, especially in developing countries. These countries are now in a dire need of making some serious reforms in their political, economic, social, and administrative structures in order to be able to provide the necessary services for their citizens and help them fulfill their aspirations <sup>(2)</sup>.

Governance is a set of mechanisms, procedures, laws, systems and decisions that ensure discipline, transparency and fairness. Thus, aiming to achieve quality and excellence in performance by activating the management's actions with regard to exploiting the economic resources available to it, stakeholders and society as a whole <sup>(3)</sup>. The principles of good governance such as participation, rule of law, transparency, accountability, fairness and efficiency enable employees to be more effective and transparent in providing high quality services. It also protects them from the tendency towards misconduct <sup>(4)</sup>.

The concept of the governance of education in terms of universities, colleges and all educational institutions has recently emerged as a concept to try to reform university education in all foreign countries, including Arab countries <sup>(5)</sup>.

### Objectives:

To find out the degree of practicing of the principles of governance at Nursing Faculty, Benha University from the viewpoint of its faculty members, administrative

staff and students to identify the possible ways to develop it.

### SUBJECTS AND METHODS

Sample of this descriptive cross sectional study was chosen using first: Cluster random sampling to choose one student section from each academic year. Second: Stratified random sample of faculty members and administrative staff according to the academic grade and experience years respectively. Data were gathered using a questionnaire formed of 83 questions to staff member, administrators and students.

### Sample

Epiinfo™ software, Version 3.4.3 is used to calculate the least required sample size at 0.05 alpha error and 80% power of the study and population size. Using the proportion of practicing governance (69.48%) among faculty members obtained from previous study in Gaza. The least number is 316. After adjusting for 20% dropout a sample size of 400 was suggested.

### Tool of data collection:

**Governance Indicators in Nursing Faculty, Benha University included 2 parts as follow:**

**Part 1: Personal and work-related data:** Gender, sex, type of work, degree, and years of service

**Part 2: Assessment of staff members, administrators and students about governance:** The questionnaires for staff member, administrators and students are formed of 83 questions. The total score of them ranged from (1-5), (1) strongly disagree, (2) disagree, (3) natural, (4) agree and (5) strongly agree. After modification the total score of them ranged from (1-3), (1) for strongly disagree and disagree, (2) for



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natural and (3) for agree and strongly agree. The score of staff members, administrators and students knowledge about application of governance is considered good if the score equal to or higher than 75% , from (60%- 75%) is considered fair and if less than 60% is poor <sup>(6)</sup>.

**Ethical Consideration: An official permission has been obtained from the Dean of Benha Faculty of Medicine and the Dean of Benha Faculty of Nursing to conduct this study.**

**Statistical analyses**

All statistical analyses were carried out using the computerized Statistical Package for Social Science (SPSS, version 20). Quantitative data were tested for normality using Kolmogorov-Smirnov test, if p-value > 0.05 data were considered normally distributed. Qualitative data were demonstrated in terms of frequency and percentage. Quantitative data were

summarized as mean ± standard deviation (SD) for normally distributed data, median and range for non-normally distributed data. P-value ≤ 0.05 was considered statistically significant (S), while a p-value > 0.05 was considered statistically non-significant and a p-value < 0.001 was considered highly significant (H.S) in all analyses.

**RESULTS**

Table (1) showed that more than half of the studied group were females (62.2%), while only (37.8%) were males. Most of administrators (54.7%) have experience from 5-10 years, while most of staff member (44%) have experience more than 10 years. Most of administrators (78.8%) have educational level of Bachelor’s degree, while nearly half of staff member (44%) have educational level of MD. Less than half of staff member attended lecture (34.7%), while fewer number of administrators attended lecture (13.3%).

**Table (1):** Frequency distribution of studied samples regarding socio-demographic characteristics

	Administrators (75)		Students (250)		Staff member (75)	
	No	%	no	%	No	%
<b>Sex</b>						
Female	42	56.0	132	52.8	75	100.0
Male	33	44.0	118	47.2	0	0.0
<b>Mean age</b>	34.80 ± 3.507		19.84 ± 1.470		32.15 ± 4.599	
<b>Experience</b>						
<5	12	16.0			19	25.3
From 5 -10	41	54.7			23	30.7
>10	22	29.3			33	44.0
<b>Educational level</b>						
Intermediate education	11	14.7			0	0.0
Bachelor s degree	59	78.7			21	28.0
Master	5	6.7			21	28.0
MD	0	0.0			33	44.0
<b>Lecture</b>						
No	65	86.7	250	100.0	49	65.3
Yes	10	13.3	0	0.0	26	34.7

Table (2) indicated that staff members have good knowledge about all items of governance with high percentage (69.3%) regarding total strategic vision, and low percentage (54.7%) regarding total efficiency.

**Table (2):** Frequency distribution of studied staff regarding total governance

	Good		Fair		Poor	
	No	%	No	%	No	%
<b>Total Transparency</b>	46	61.3	21	28.0	8	10.7
<b>Total accountability</b>	48	64.0	19	25.3	8	10.7
<b>Total Participation</b>	43	57.3	21	28.0	11	14.7
<b>total Rule of law</b>	49	65.3	19	25.3	7	9.4
<b>Total Strategic vision</b>	52	69.3	17	22.7	6	8.0
<b>Total Efficiency</b>	41	54.7	20	26.7	14	18.6
<b>Total</b>	47	62.6	20	26.7	8	10.7

Table (3) illustrated that administrators had good knowledge about all items of governance with high fraction (66.7%) regarding total strategic vision, and low fraction (57.3%) regarding total Efficiency.

**Table (3):** Frequency distribution of studied administrator regarding total governance

	Good		Fair		Poor	
	No	%	No	%	No	%
<b>Total Transparency</b>	44	58.6	24	32.0	7	9.4
<b>Total accountability</b>	49	65.3	18	24.0	8	10.7
<b>Total Participation</b>	46	61.3	19	25.3	10	13.4
<b>total Rule of law</b>	48	64.0	19	25.3	8	10.7
<b>Total Strategic vision</b>	50	66.7	20	26.7	5	6.6
<b>Total Efficiency</b>	43	57.3	21	28.0	11	14.7
<b>Total</b>	47	62.6	20	26.7	8	10.7

Table (4) demonstrated that students had good knowledge about all items of governance with high score (62.8%) regarding total strategic vision, and lower score (54.0%) regarding total efficiency.

**Table (4):** Frequency distribution of studied students regarding total governance

	Good		Fair		Poor	
	No	%	No	%	No	%
<b>Total Transparency</b>	152	60.8	60	24.0	38	15.2
<b>Total accountability</b>	150	60.0	66	26.4	34	13.6
<b>Total Participation</b>	150	60.0	68	27.2	32	12.8
<b>total Rule of law</b>	155	62.0	64	25.6	31	12.4
<b>Total Strategic vision</b>	157	62.8	64	25.6	29	11.6
<b>Total Efficiency</b>	135	54.0	67	26.8	48	19.2
<b>Total</b>	148	59.2	67	26.8	35	14.0

Table (5) showed that 61.3% of staff members had good knowledge about transparency. However, 58.6% of administrators had good knowledge about it, while 60.8% of students had good knowledge about it. There was no statistically significant difference among studied groups regarding total transparency.

**Table (5):** Comparison between studied samples regarding total transparency

	Staff members		administrators		students		X <sup>2</sup>	p-value
	No	%	No	%	No	%		
<b>Good</b>	46	61.3	44	58.6	152	60.8	3.53	0.47
<b>Fair</b>	21	28.0	24	32.0	60	24.0		
<b>Poor</b>	8	10.7	7	9.4	38	15.2		

Table (6) illustrated that 64.0% of staff members had good knowledge about accountability. However, 65.3% of administrators had good knowledge about it, while 60.0% of students had good knowledge about it. There was statistically significant difference among studied groups regarding total accountability.

**Table (6):** Comparison between studied samples regarding total accountability

	Staff members		administrators		students		X <sup>2</sup>	p-value
	No	%	No	%	No	%		
<b>Good</b>	48	64.0	49	65.3	150	60.0	11.12	0.038*
<b>Fair</b>	19	25.3	18	24.0	66	26.4		
<b>Poor</b>	8	10.7	8	10.7	34	13.6		

Table (7) indicated that 57.3% of staff members had good knowledge about participation and responsiveness. However, 61.3% of administrators had good knowledge about it, while 60.0% of students had good knowledge about it. There was no statistically difference among studied groups regarding total participation and responsiveness.

**Table (7):** Comparison between studied samples regarding total participation and responsiveness

	Staff members		Administrators		Students		X <sup>2</sup>	p-value
	No	%	No	%	No	%		
<b>Good</b>	43	57.3	46	61.3	150	60.0	0.36	0.98
<b>Fair</b>	21	28.0	19	25.3	68	27.2		
<b>Poor</b>	11	14.7	10	13.4	32	12.8		

Table (8) illustrated that 65.3% of staff members had good knowledge about rule of law. However, 64.0% of administrators had good knowledge about it, while 62.0% of students had good knowledge about it. There was no statistically significant difference among studied groups regarding total rule of law.

**Table (8):** Comparison between studied samples regarding total rule of law

	Staff members		administrators		students		X <sup>2</sup>	p-value
	no	%	no	%	no	%		
<b>Good</b>	49	65.3	48	64.0	155	62.0	0.64	0.95
<b>Fair</b>	19	25.3	19	25.3	64	25.6		
<b>Poor</b>	7	9.4	8	10.7	31	12.4		

Table (9) showed that 69.3% of staff members had good knowledge about strategic vision. However, 66.7% of administrators had good knowledge about it, while 62.8% of students have good knowledge about it. There was statistically significant difference among studied groups regarding total strategic vision.

**Table (9):** Comparison between studied samples regarding total strategic vision

	Staff members		Administrators		Students		X <sup>2</sup>	p-value
	No	%	No	%	No	%		
<b>Good</b>	52	69.3	50	66.7	157	62.8	12.47	0.035*
<b>Fair</b>	17	22.7	20	26.7	64	25.6		
<b>Poor</b>	6	8.0	5	6.6	29	11.6		

Table (10) illustrated that 54.7% of staff members had good knowledge about efficiency and excellence. However, 57.3% of administrators had good knowledge about it, while 54.0% of students had good knowledge about it. There was statistically significant difference among studied samples regarding total efficiency and excellence.

**Table (10):** Comparison between studied samples regarding total efficiency and excellence

	Staff members		Administrators		students		X <sup>2</sup>	p-value
	No	%	No	%	No	%		
<b>Good</b>	41	54.7	43	57.3	135	54.0	10.81	0.045*
<b>Fair</b>	20	26.7	21	28.0	67	26.8		
<b>Poor</b>	14	18.6	11	14.7	48	19.2		

**Table (11)** revealed that 60.0% of staff members, 62.6 % of administrators and 59.2% of students had good knowledge about governance. There was no statistically differences between total governance among studied groups.

**Table (11):** Comparison between total governance among studied groups

	Staff members		Administrators		Students		X <sup>2</sup>	p-value
	no	%	no	%	no	%		
<b>Good</b>	45	60.0	47	62.6	148	59.2	1.10	0.89
<b>Fair</b>	18	24.0	20	26.7	67	26.8		
<b>Poor</b>	12	16.0	8	10.7	35	14.0		

## DISCUSSION

There are many studies have discussed governance knowledge and practices in Egypt and worldwide. This study aimed at assessing knowledge of staff member, administrators and students about governance indicators in Benha Faculty of Nursing. The current study was conducted on staff members, administrators and students working on Benha Faculty of Nursing. This study illustrated that 60.0% of staff members, 62.6% of administrators and 59.2% of students had their knowledge about governance regarding total items. These results are in accordance with **Negm** <sup>(7)</sup> who reported that 69.48% had knowledge about total items of governance. Moreover, **Bassam and Muslim** <sup>(8)</sup>, in descriptive and analytical

study carried out in Yemen, showed that 71.2% had knowledge about governance.

As regards transparency, 61.3 % of staff members, 58.6% of administrators and 60.8% of students were familiar with the term transparency with good degree. This is in agreement with **Negm** <sup>(7)</sup> in Gaza who revealed that 70.19% of the studied group were familiar with the term transparency. In addition, **Nassar** <sup>(9)</sup> reported that transparency came second with high degree 74.72%. On the other hand, this result finding disagrees with **Worku** <sup>(10)</sup> who undertaken on purposively selected 11 public institutions out of 25 institutions.

In accountability, our study showed that 64.0 % of staff members, 65.3% of administrators and 60.0%

of students were familiar with the term accountability with good degree. The findings of the current study are in accordance with **Alagha and Aldahouk** <sup>(11)</sup> who discovered that 82.2% of participants were familiar with the term accountability. In addition, these results are supported by **Ataphia** <sup>(12)</sup> who revealed that the degree of application of accountability was very high. Along with **El-Nabati** <sup>(13)</sup> who demonstrated that there was a commitment to accountability in his study, which aimed to determine the degree of management leadership practice in the areas of accountability at a university in Mecca. Besides, **Negm** <sup>(7)</sup> found that accountability ranked first by a percentage of 70.47%. This can be explained by that the University seeks to ensure the conduct of its internal and external operations. That why it uses a strong accountability system to maintain its progress and achieve their goals. On the other hand, this result finding disagrees with **El-Arini** <sup>(14)</sup> who recommended the issuance of regulations and legislation related to the principles of university governance, and the obligation of departments and councils within the university to work in them, establishing independent committees within the university to follow up the implementation of governance standards.

Concerning, participation and responsiveness, this study showed that 57.3% of staff members, 61.3% of administrators and 60.0% of students were familiar with the term of participation and responsiveness. These results are consistent with **Massey and Field** <sup>(15)</sup> who found that participation and responsiveness were highly applied. On the other hand, **Nasbah** <sup>(6)</sup> found that only 33.0 % of participated were familiar with term participation, however 60.0 % of participated were not familiar with this term due to that the University still lacks the means to engage in dialogue and participation, which is linked to the lack of great adoption of the method working with a team.

As regards rule of law, justice and equality in this study, 65.3% of staff members, 64.0% of administrators and 62.0% of students were familiar with the term of rule of law, justice and equality. Along with this, **Nasbah** <sup>(6)</sup> demonstrated that the majority of studied group (45%) respected the law and agreed with this indicator. However, only 14% disagreed with rule of law. This is due to that the University is working to apply the law to everyone without exception. However, there are still some cases of discrimination between the two in the treatment and application of the law especially in terms of administrative position between the ordinary employee and officials in senior positions. This result finding disagrees with **El-Arini** <sup>(14)</sup> who revealed that less than half (39.2%) were familiar with the term of rule of law, justice and equality. This recommended the issuance of regulations and the principles of university governance, and the obligation of departments and councils within the university to work with them. Thus, establishing independent

committees within the university to follow up the implementation of governance standards <sup>(14)</sup>.

As regards strategic vision in the current study, 69.3% of staff members, 66.7% of administrators and 62.8% of students were familiar regarding strategic vision. Similarly, **El Refae** <sup>(16)</sup> stated that nearly half of the studied group 45.93% were familiar with strategic vision. While **Nasbah** <sup>(6)</sup> found that 57.0% of the studied group had their knowledge about strategic vision, while 38% disagreed with this indicator. This is because the University is working to develop strategic plans and work to achieve them, but the most important in this is the presence of continuous assessment and follow-up and rationalization of expenses and time and effort. The University is working to develop programs and objectives as planned. This may be due to the availability of funding. There is also a lack of cooperation among all parties to achieve these objectives due to the overriding interest of some of them.

In this study, 54.7% of staff members, 57.3% of administrators and 54.0% of students were familiar with the term of rule of law, justice and equality. The result is coordinated with **El-Arini** <sup>(14)</sup> who revealed that there were attempts by the university to develop work and performance for its organizers. However, it did not reach its desired limit. This may be due to that staff may not be involved in proposing university goals or vision looking forward to achieve them. This resulted in poor performance and consequently insufficiency in the organizational effectiveness of the university. This also comes with **Burqaan and Al-Qurashi** <sup>(5)</sup> who stated that the university governance leads the university institutions to be able to make a difference how they are managed, and to assess the performance of all their management in a scientific manner <sup>(5)</sup>.

## CONCLUSION

From the present study, it can be concluded that 60.0% of the staff members, 62.6% of administrators and 59.2% of students were familiar with the term governance at Nursing of Benha University.

Our study also revealed that there was no statistically significant difference between staff member, administrators and students regarding their score of knowledge about total transparency, total participation and total rule of law. However, there were statistically significant difference between staff member, administrators and students regarding their score of knowledge about total accountability, total strategic vision, total efficiency and excellence, which are of importance.

## RECOMMENDATIONS

1. The need for officials in the Ministry of Higher Education and Scientific Research to organize training courses to explain to the academic leaders

in which the concept of governance for the purpose of preparing them and raise the level of governance practice among academics.

2. Continuous evaluation of college plans with a view to develop them.
3. Informing faculty members of their roles.
4. Assigning universities by the Ministry of Higher Education to establish governance boards and others for continuous improvement.
5. Following up the implementation of all agreed laws and regulations without prejudice, and by monitoring the regulations and laws that apply at the university.
6. The need to issue clear rules and regulations, and to adopt the concepts of governance, especially with regard to transparency, accountability and clarity.
7. Solving all problems without bias, by asking for accountability, clarity and transparency.
8. Taking into account the experiences, regulations and laws of other similar and successful universities, which are close to our environment and we can apply them on the ground.
9. Not to increase the number of students in order to increase university income at the expense of the quality of graduating students.
10. That favoritism does not affect the implementation of governance significantly.

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