Shared Governance as Perceived by Academic Nursing Staff: A Comparative Study

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Abstract: **Background: Shared governance is an organizational framework based on the idea of decentralized leadership that fosters academic autonomous decision making which allow nurse educator to be actively involved with administration in decision influencing the everyday work and activities. Aim: examine the shared governance as perceived by academic nursing staff in Menoufia and Tanta universities. Methods: a cross-sectional comparative research design was used. Setting: the study was carried out in two Universities in middle Delta region of Egypt. Sample: two schools were randomly selected with around total staff of 200 members using a non-probability convenience sample. The two universities have the same nursing programs and all academic nursing staff had the opportunity to respond to the Collaborative Behavior Scale (CBS). Surveys contained a short demographic section and Collaborative Behavior Scale CBS adopted from Stickler 1991. Results: Indicated that the academic nursing staff in both Menoufia and Tanta universities perceived lack of shared governance approximately three quarters of them (73.5%), compared to nearly one quarter (26.5%) who showed present shared governance. the results implied high significant differences between two universities regarding mean total score of collaboration, team work, Affiliation, and grand total score of shared governance. Academic nursing staff perceptions were differentiated based on the gender, years of experience, and academic degree .Conclusion: This study shows that academic nursing staff in both Menoufia and Tanta universities perceived lack of shared governance. Their perceptions were statistically differentiated based on the gender, years of experience, and academic degree. There are high significant differences between two universities regarding mean total score of collaboration, team work, and Affiliation principles. Implications: Egyptian universities should pay attention to the leadership structure in their universities, and developing policies that will serve to encourage academic in shared governance. Adopt shared governance model and support presence of academic staff at all level of decision making. Renewed commitment to open communication among all academic staff. More research need to be conducted to determine how to prepare managers to resign some power while supporting the efforts of shared governance councils. However, the more critical need is to conduct research to determine how to prepare shared governance council chairs and members to assume new roles.**

Keywords: **(academic nursing staff, Menoufia and Tanta Universities, shared governance).**

1. INTRODUCTION

The concept of shared governance came into nursing practice in the 1980s through the work of Porter-O'Grady. It was seen as a strategy to enable nurses to exercise control over decisions that affected their practice nursing. Porter- O'Grady emphasized that shared governance is a professional practice model based clearly in the principles of partnership, equity, accountability, and ownership at the unit level where the point of service occurs. Shared governance is a form of participative management that provides nurses with a voice in decision making in their institution (Beverly P. 2019).

In recent years, the concept of institutional governance has been highlighted as one of the most important issues in many universities due to increasing complexity of duties and functions of higher education institutions and overwhelming pressures and expectations of the state, status of business, and other extra-organizational parameters. The educational institutes are asked to work more with smaller budgets while they are increasingly responsible for organizational and educational decision-makings. These issues along with other pressures have enhanced the importance of effective governance system in educational institutes (Jones WA, 2011).

Academic shared governance is expressed as an essential component of the influential statement of American Association of University Professors in 1996 and is necessary for reinforcement and success of higher education centers as it is in line with the concepts of adult education (Heaney T., 2010). Universities are required to direct their governance structure towards shared responsibilities (Shah S, Zai SY, Munshi P, Asimiran S, Pihie ZAL, Ahmad S. 2014), ultimately leading

to their increased success and productivity. However most academic organizations act in a hierarchical and bureaucratic system of decision-making, so pay attention to the necessity of implementation of shared organizational governance by accepting innovations in the healthcare system and applying shared governance in the management style. Shared governance precipitates mission achievements, perspectives, and academic values via making relations and creating common goals and cooperation among all members (Foroozan Atashzadeh-Shoorideh, Mohammad-Mehdi Sadoughi, Maryam Sattarzadeh-Pashabeig, Alice Khachian & Mansoureh Zagheri-Tafreshi, 2019)

Governance structures of educational institutions directly influence the faculty members and the staff and their occupational satisfaction (Owen D, Boswell C, Opton L, Franco L, Meriwether C., 2018). Shared governance (SG) is a set of practices under which faculty members and other staff within a given college participate in the decision-making process, especially the decision concerning the operation of their institution and may interfere with the everyday work and activities. The process of sharing decisions and authority can be seen as a privilege or a right that supports the modern administrative models. Part of the philosophy of SG is based on the concept of decentralized management, which provides faculty with autonomy and enriches the sense of empowerment. Furthermore, it rests on the assumption that faculty should take a fundamental role in decision-making and be part of the planning process (Abdelkader, R., Al-Hussami, M. O., Al Barmawi, M., Saleh, A. & Shath, TA. 2012).

Consequential governance or distributed leadership that is popularly known as shared governance can be defined as shared leadership responsibility through deliberations, consultations, collaboration, and team work (AssocGovBoards, 2014b; Bejou & Bejou, 2016; Holt, Palmer, Gosper, Sankey, & & Allan, 2014; Pierce & Trachtenberg, 2014). Initially, the recognition of the faculty to take part in the governance of higher education institutions was restricted to curriculum development and teaching that later was broadened to cover higher education related issues such as academic policy development, planning institutional activities, budgeting, and the selection of academic administrators and their evaluation Cohen & Brawer, 2013). Education of members of the academic community prior to making decisions, collaboration, and compromise are critical components of the shared governance process.(Yohanes A.K. 2018).

Despite the similarities observed in the characteristics of shared governance given in various definitions of the term, the concept has no definite and crystal-clear meaning. This is due to the differences in the socio-cultural context of various communities (Crellin MA, 2010). Some institutions may define shared governance as a process that will involve the people who are affected by the decisions that are made; for example, faculty and staff are involved in the decisions that are made about the operation. Shared governance describes the relationship between the administration and the faculty in which the faculty participate in giving direction and advice to the university on important policy decisions. However, other institutions may define shared governance by the culture of the institution; for example, the decision making culture of the institution will play a major role in who participates in decision-making, and at what level is the participation included. Regardless of how it is defined definitions**.** (Kamal Eddin Bani-Hani and Aieman A. AL-OMARI , 2014).

Creating a shared governance culture in faculty of nursing allow nurses educator to be actively involved with administration in decision influencing practice; and enhance decentralization which will lead to make organizational structure and professional practice more complimentary and will ensure that junior nurse educator involved in decisions regarding their practice . It's evident that shared governance enhances professional nursing practice, communication, a positive work environment, quality decision making. (Al-Faouri, I. G., Al-Ali, N., Essa, M. B. 2014).

Shared governance promotes open communication because it demands that all stakeholders be involved in the decision making. One key advantage is that it creates a climate for people to agree and disagree .Such open communication allows for ideas to be aired and for necessary changes to be made, requiring faculty involvement and accountability. When faculty members become involved, they feel more like a part of the process. Subsequently, they feel empowered and more inclined to participate in the process (Kamal Eddin Bani-Hani and Aieman A. AL-OMARI , 2014). Shared governance requires strategic change in organizational culture and leadership. It demands a significant realignment in how leaders, employees, and systems transition into new relationships and responsibilities. It begins with the definitions and objectives and flows from the design (Diana Swihart and Tim (FWD) Porter-O'Grady 2006).

Common understanding, fairness, and collaboration are important pieces of a successful shared governance (Heaney, 2010) in order not to lose faculty talents, expertise, and professionalism in the decision-making process (Curnalia & Mermer, 2018). Sometimes shared governance challenges are exists; implementation of SG can be very stressful when abandoning essential issues concerning its nature compared with the traditional forms or models of governance usually adopted in any institute, especially the academic ones. The most obvious challenge involves modifying the structure of the organization, reframing the manager role for the empowerment environment, and resistance to change historical patterns

of bureaucracy. Generally, broad participation in decision-making increases the level of employee engagement in the institution and promotes its success. As a result, shared decision-making can be required a commitment (Abeer Mohamed Seada and Eman Abdelalim, Etway. 2012)**.**

The commitment to shared governance is too often a mile wide and an inch deep. Board members, faculty leaders, and presidents extol the value of shared governance, but it frequently means something different to each of them. When that is the case, at the first bump in the road, participants can become frustrated, sometimes walking away from a commitment to do the hard work of good governance. Worse yet, when that happens, there may be mutual recriminations that can cripple the institution for years. Much has been written on the benefits of shared governance, but less has been written on practical steps to take to make shared governance work. A model of integral leadership collaborative but decisive leadership that can energize the vital partnership between academic staff and presidents. Integral leadership links the president, faculty, and board in a well-functioning partnership purposefully devoted to a well-defined, broadly affirmed institutional vision (Diana Swihart and Tim (FWD) Porter-O'Grady, 2006).

Significance of the study

In Egypt the Faculties of Nursing have a bureaucratic structure which reflects a parent-child system of interaction and communication between managers and staff, also this structure reflects a vertical notion of power, interaction and authority, and often leads to conflict. However, the faculty members who actually deliver teaching and care to students often absent from policy-making processes and the staff had little power and authority within this rigid formal hierarchical bureaucracy structure. In addition, the manager has a preferable group of faculty members whose engage in decision making process continuously. So, implementing shared governance emerged as one way to give these faculty members equal footing with managers to allow them to participate in decision making processes that affect their practice and will surface a radical break from traditional governance where the staff had little power to managerial innovation governance that legitimizes staff control over practice.

Aim of the study

This study examines the perception of academic nursing faculty members toward principles of shared governance in both Menoufia and Tanta universities

The following research questions were developed to conduct this study

1. What are the perceptions of academic nursing staff regarding shared governance principles in both Menoufia and Tanta Universities?

2. Are there any statistically significant differences between academic nursing staff' perceptions regarding the presence of shared governance in their faculties based on gender, academic degree, age, years of experience and type of universities?

2. METHODS

Design:

A comparative design was used. A descriptive comparative design utilizing a self-administered questionnaire was utilized. The socio-demographic and clinical variables examined in the present study were: gender, academic degree, age, years of experiences, and type of university.

Setting:

The study was carried out in Faculty of nursing in both Menoufia and Tanta Universities.

Participants:

There are two universities with the same nursing programs in current study; all academic nursing staff currently working at the nursing programs within two universities sites, around 300 staff was eligible candidates to participate in this study. So participants included members of doctoral holders (PhD), master degree holders (MSN) and bachelor holders (BSN), regardless whether they working in any nursing departments, either Fundamental Nursing, Maternal and Child Health, or Community and Psychiatric Health Department. Nursing administration, pediatric depart. And medical surgical depart. Two schools were randomly selected with around total staff of 200 members using a non-probability, convenience sample.

Measurements:

The Collaborative Behaviors Scale (CBS) was used in this study. It was developed by Stichler (1991) to measure sample's perceptions of collaborative behaviors and the effects of collaborative in predicting job satisfaction and anticipating

turnover with an estimated Cronbach's alpha 0.80. The tool was revised for content validity by 5 juries, who were experts in the related field. This tool includes 20 items which specifies the level of teamwork partnership, affiliation and collaboration in shared decision-making by faculty and managers. Each item has four responses (1 = rarely, 2 = sometimes, 3 = often, and 4 = nearly always). The overall score for the scale is 80 with a cutoff point 50. Scores below 50 indicates lack of collaboration between the faculty and the managers.

The procedure

Questionnaires were distributed to nursing schools in the two universities. A list of an estimated number of available academic staff was prepared from the selected universities one day before data collection. At the time of data collection, questionnaires were distributed and handed to them by the researcher. Each questionnaire had a cover letter explaining the nature of the study, aims, and way of completion and return. Self-completed questionnaires were then handed over together in an envelope to the researcher. The collection of data was started at June 2018 and ended on 31 August 2018,

Ethical Considerations

The ethical approval for conducting the current study was obtained from The Faculty of Nursing Institutional Research Board (IRB) committee. The ethical approval was also obtained from the selected settings for data collection. Confidentiality was assured to all participants and their information was used for research purpose only. The purpose of the study and the methods of completing questionnaires were clearly explained for all participants prior to complete the questionnaire. Cell phone number was required from each participating educator; who was assured that it was for follow up purposes of the research.

Statistical Analysis

Data entry and statistical analysis were done using SPSS version 20.0. Data were presented using descriptive statistics in the form of Qualitative data were expressed as frequency and percentage and analyzed by applying chi-square test. Whenever the expected values in one or more of the cells in a 2x2 tables was less than 5, fisher exact test was used instead. Quantitative data were expressed as mean & standard deviation and analyzed by applying student t-test for comparison of two groups of normally distributed variables. Data were considered statistically significant at P-Value <0.05.

3. RESULTS

The current study aimed to examine the perception of academic nursing faculty members toward principles of shared governance in both Menoufiya and Tanta universities. **Table 1**.Presents socio-demographic characteristics of study sample. As shown in the table 1. All participants in both samples are females (100%, 96%). academic degree, about (28%) of participants were lecturer in Menoufia university while (32%) of them in Tanta University were assistant lecturer. The high percentage of experience was equal and less than 10 years in both groups and the high mean score of experience (11.6 ± 4.2) was in Menoufia University while in Tanta University was (10.5 ± 3.7).

Table 1. Socio-demographic characters of studied academic nursing faculty members (N=200)

Socio-demographic characters		University				Total		P value
		Menoufia N0.	%	Tanta N0.	%	N0.	%	
Gender	Female	100	100	96	96	196	98	Fisher=0.12 NS
	Male	0	0	4	4	4	2	
Academic degree	professor	12	12	12	12	24	12	X2=6.0, P=0.19 NS
	Assist prof.	13	13	4	4	17	8.5	
	lecturer	28	28	26	26	54	27	
	Assist. lecturer	25	25	32	32	57	28.5	
	Clinical instructor	22	22	26	26	48	24	
Groups of experience	<= 10 years	53	53	60	60	113	56.5	X2=1.2, P=0.53 NS
	11 - 20 years	33	33	30	30	63	31.5	
	21 -30 years	14	14	10	10	24	12.5	
Experience years Mean± SD		11.6 ± 4.2		10.5 ± 3.7		11.2±3.9		t=0.88, P=0.3 NS
Total		100	100	100	100	200	100	

The perception of academic staff towards Collaboration, teamwork partnership, and affiliation principles of shared governance in both Menoufia and Tanta Universities is presented in **Table 2**. The table indicated that there is a high statistical significant difference between Menoufia and Tanta universities regarding collaboration, teamwork partnership, and affiliation except the following items: We solve problems, We actively participate in the relationship to meet our institutional goals, We work together as associates, and We are committed to the process of working together to the accomplishment of same goals. Furthermore, the highest mean total score of collaboration, teamwork partnership, and affiliation respectively (13.7± 4.9), (16.5 ± 4.6), (16.7± 4.2) was present in Tanta University.

Table 2. The perception of academic staff towards collaboration, teamwork partnership, and affiliation principles of shared governance in Menoufia and Tanta Universities. (N=200).

Principles of shared governance		Rarely (1) No.	%	Sometimes (2) No.	%	Often (3) No.	%	Always (4) No	%	Test of sig.	P value
a-Collaboration											
We feel free to share idea with one another	Menoufia	65	65	30	30	5	5	0	0	X2 59.9	0.000HS
	Tanta	18	18	37	37	33	33	12	12		
We acknowledge one another's competence	Menoufia	69	69	28	28	3	3	0	0	X2 53.7	0.000HS
	Tanta	26	26	32	32	31	31	11	11		
We share information openly with one	Menoufia	66	66	29	29	4	4	1	1	X2 57.4	0.000HS
	Tanta	18	18	42	42	23	23	17	17		
We trust one another	Menoufia	61	61	36	36	2	2	1	1	X2 54.6	0.000HS
	Tanta	20	20	38	38	25	25	17	17		
here is a sharing of expertise and talents between us	Menoufia	71	71	23	23	3	3	3	3	X2 35.6	0.000HS
	Tanta	30	30	50	50	16	16	4	4		
We recognize the need to have a sense "give and take" in the relationship	Menoufia	61	61	30	30	8	8	1	1	X2 41.4	0.000HS
	Tanta	22	22	36	36	27	27	15	15		
Mean total collaboration score : Mean ± SD (Menoufia) = 8.4 ± 1.7 Range = 6-13										T 10.1	0.000HS
(Tanta) = 13.7± 4.9 Range= 6- 24											
Teamwork partnership											
We work as partners	Menoufia	72	72	26	26	2	2	0	0	X2= 81.3	0.000HS
	Tanta	14	14	42	42	29	29	15	15		
We support each other as team members	Menoufia	64	64	33	33	2	2	1	1	X2= 60.7	0.000HS
	Tanta	20	20	34	34	30	30	16	16		
We are committed to working together as a Team	Menoufia	35	35	51	51	5	5	9	9	X2= 32.3	0.000HS
	Tanta	22	22	34	34	38	38	6	6		
We work as equals or partners for the accomplishment of same goals	Menoufia	45	45	35	35	15	15	5	5	X2= 15.8	0.001HS
	Tanta	22	22	36	36	33	33	9	9		
We solve problems	Menoufia	25	25	33	33	29	29	13	13	X2= 4.4	0.2 NS
	Tanta	20	20	28	28	43	43	9	9		
We work together as a team	Menoufia	39	39	31	31	24	24	6	6	X2= 10.4	0.02 Sig.
	Tanta	24	24	24	24	41	41	11	11		
We actively participate in the relationship to meet our institutional goals	Menoufia	26	26	49	49	19	19	6	6	X2= 3.5	0.31 NS
	Tanta	20	20	46	46	21	21	13	13		
Mean total teamwork partnership score : Mean ± SD (Menoufia) = 12.7 ± 3.3 Range = 7- 21										t=5.8	0.000HS
(Tanta) = 16.5 ± 4.6 Range= 7- 27											
Affiliation											
My opinion are listened to	Menoufia	29	29	48	48	16	16	7	7	X2= 17.2	0.000HS
	Tanta	12	12	42	42	23	23	23	23		
We make an effort to resolve any conflict	Menoufia	27	27	49	49	21	21	3	3	X2= 10.2	0.01 Sig.
	Tanta	18	18	44	44	23	23	15	15		
We work together as associates	Menoufia	35	35	37	37	21	21	7	7	X2= 6.9	0.07 NS
	Tanta	26	26	42	42	15	15	17	17		
We recognize our independence with one another to meet our goals	Menoufia	31	31	43	43	21	21	5	5	X2= 18.6	0.004HS
	Tanta	26	26	24	24	31	31	19	19		
I feel that my input is truly valued	Menoufia	38	38	38	38	20	20	4	4	X2= 12.9	0.005 SH.
	Tanta	30	30	26	26	26	26	18	18		
We are committed to the process of working together to the accomplishment of same goals	Menoufia	26	26	32	32	23	23	17	17	X2= 1.2	0.75 NS
	Tanta	30	30	28	28	20	20	22	22		
There is a feeling of mutual regard and respect	Menoufia	26	26	52	52	12	12	10	10	X2= 12.4	0.006 HS.
	Tanta	24	24	32	32	21	21	23	23		
Mean total Affiliation score : Mean ± SD (Menoufia) = 14.6 ± 4.6 Range = 7- 35										t=2.6	0.009HS
(Tanta) = 16.7 ± 4.2 Range= 7- 28											

Table 3. Highlights that academic nursing staff in both Menoufia and Tanta universities perceived lack of shared governance, approximately three quarters of them was lack of shared governance (73.5%), compared to nearly one quarter (26.5%) who showed present shared governance. There was a high significant difference between academic members working at Menoufia University and those who were working at Tanta University regarding their perception about shared governance.

Table 3. Academic nursing faculty members' perceptions regarding the presence of shared governance based on the type of university.

Groups of shared governance	Type of University				Total		P value
	Menoufia		Tanta				
	N0.	%	N0.	%	N0.	%	
Lack of shared governance (20-49)	96	96	51	51	147	73.5	X2=51.9, P=0.000 HS
Present of shared Governance (50-80)	4	4	49	49	53	26.5	
Total	100	100	100	100	200	100	

Table 4. Showed academic nursing staff's perceptions, regarding the presence of shared governance based on the gender, years of experience, and academic degree in both Menoufia and Tanta University .There was no statistics are computed regarding the gender as it's a constant. Moreover only few number of study sample perception was presence of shared governance was among clinical instructors (13, 6%) in Menoufia University while the high percentage of shared governance perception was present among professors (100%) in Tanta University As shown in the table the difference was highly significant (P=0.000) regarding experience.

Table 4. Academic nursing staff's perceptions, regarding the presence of shared governance based on the gender, years of experience, and academic degree in both in Menoufia and Tanta University

Items		Menoufia groups of shared governance						P value	Tanta groups of shared governance						P value
		Lack shared Governance.		Present shared Governance		Total			Lack shared Governance		Present shared Governance		Total		
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
Gender:	Female	96	96%	4	4%	100	100	NB*	49	51	47	49	96	100	Fisher test=1.0 NS
	Male	0	0	0	0	0	0		2	50	2	50	4	100	
Experience	≤ 10 years	49	92.5%	4	7.5%	53	100	LR=5.2, P=0.07 NS	28	46.7	32	53.3	60	100	LR=23.1, P=0.000 HS
	11 - 20 Y	33	100	0	0	33	100		23	76.7	7	23.3	30	100	
	21 - 30 Y	14	100	0	0	14	100		0	0	10	100	10	100	
Academic degree:	Prof.	12	100	0	0	12	100	LR=7.7, P=0.11 NS	0	0	12	100	12	100	LR=7.7, P=0.11 NS
	Assist. Prof.	13	100	0	0	13	100		2	50	2	50	4	100	
	Lecturer	28	100	0	0	28	100		17	65.4	9	4.6	26	100	
	Assist. Lecturer	24	96	1	4	25	100		16	50	16	50	32	100	
	Clinical Instructor	19	86.4	3	13.6	22	100		16	61.5	10	38.5	26	100	
	Total	96	96%	4	4%	100	100		51	51	49	49	100	100	

*NB: No statistics are computed because gender is a constant. LR=Likelihood Ratio NS = Not significant

4. DISCUSSION

Professional governance is vital to improve nursing, client, and organizational outcomes that ultimately advance health care within our communities (Jessica L. Kon, 2016). The concepts of shared governance have existed for the past 40 years and include defining characteristics or such as Collaboration, Teamwork partnership and affiliation (Clavelle J,et al ,2016). Our study aimed to examine the perception of academic nursing faculty members toward principles of shared governance in both Menoufia and Tanta universities.

Regarding characteristics of sample, the results of the study revealed that all participating of academic nursing faculty members were female at Menoufia University, the majority of them (96%) were female at Tanta University. It might be explained by the fact that until now there is decrease number of male as student nurse as well as academic staff in majority of all Egyptian faculties of nursing.

These results were supported by McLaughlin K,et al , (2010) which concluded that Nursing is still does not benefit from men as potential pool of candidates to ameliorate nursing shortages. Another supporting study by Mohamed H.E (2013) who examined the experience of newly en-rolled Egyptian male nursing students into maternity nursing curriculum in Egypt . The study emphasized that females remain the large majority of students in nursing and of nursing faculty, while males continue to represent only a very small minority in both. In Egypt, male nurses represent just a small fraction of the nursing workforce.

The results of the study indicated that the academic nursing staff in both Menoufia and Tanta universities perceived lack of shared governance approximately three quarters of them was lack of shared governance (73.5%), compared to nearly one quarter (26.5%) who showed present shared governance. Such result are congruent with study of Raghad Abdelkader, et al. (2012) who assesses the perception of academic nursing staff toward "shared governance" in a non-experimental survey research design. Findings described how Jordanian academic nursing staffs' perceptions toward SG are still not mature enough to implement SG models.

Furthermore the study finding was supported by Kamal E. Bani-Hani, and Aieman A. AL-OMAR (2014) who examined and investigated the degree of practice of faculty members of shared governance in the Jordanian universities, and analyzes the significant differences based on their "gender, years of teaching, academic rank, and classification of college", by using the participants' practices shared governance instrument. The result of study reveals that the practice of faculty members of shared governance in all aspects was in low degree. Also result might be due to insufficient time out of staffing for shared governance, problems with communication with staff and lack of clarity or education regarding roles and responsibilities of SG. Additionally, Manager has a preferable group of faculty members whose engage in decision making process continuously.

The result of the present study implied that there were high significant differences between two universities regarding mean total score of collaboration, team work, Affiliation and all items, except the following items: We solve problems, We actively participate in the relationship to meet our institutional goals, We work together as associates, and We are committed to the process of working together to the accomplishment of same goals. It may be due to the difference in creating a shared governance culture in each faculty that allow nurse educators to be actively involved with administration in decision influencing practice. Moreover is that a reason might be related to some academic administrators impose decisions on faculty without any consultation that creates toxic working environments with unintended consequence.

The result of the present study highlights that the academic nursing faculty members' perceptions, regarding the presence of shared governance were statistically significant differentiated based on the gender, years of experience, and academic degree. Finding matches with Raghad Abdelkader, et al. (2012) who stated that there is a positive correlation between perception and educational level (PhD holders) but still all the faculty members even PhD holders have low level of knowledge regarding the basic principles of shared governance. Moreover, Kamal Eddin Bani-Hani, and Aieman A. AL-OMAR (2014)   show that there was significant differences were found in the degree of practice of faculty members based on their years of teaching and climate for governance. And differences were found based on their academic rank

5. CONCLUSIONS

Shared governance is one of the contributing factors that provide an organizational framework that offers workers high degree of participation in decisions about work and the workplace. This study assessed the perception of academic nursing faculty members toward principles of shared governance in both Menoufia and Tanta universities. The findings demonstrated that Menoufia and Tanta universities perceived lack of shared governance .The approximately three quarters of academic nursing staff's perception was lack of shared governance, compared to nearly one quarter, who showed present shared governance. Moreover the differention in perception of shared governance was based on the gender, years of experience, and academic degree is statistically significant.

Limitation of the study

The current study was exploratory in nature and developed in two faculties of nursing only which mean that the result findings of this study can't be generalized, so that it should be applied in different Egyptian Nursing Faculties.

6. RECOMMENDATION

Based on the findings of this study the following recommendations can be suggested: the Egyptian universities should pay attention to the leadership structure in their universities, and developing policies that will serve to encourage academic staff in shared governance; adopt shared governance mode and support presence of academic staff at all level of decision making. Academic nursing staff and president should attend training program, seminars, conferences, and workshops about shared governance and skills in communication, collaboration, teamwork partnership, and affiliation.as importance for participation in governance; advocate for their right to participate in decision making of faculty matter, integrate concept of shared governance into faculty culture and periodically assess the state of shared governance and develop an action plan to improve it. . Develop ways to increase social capital between board member and faculty members. Give faculty members equal footing with managers to allow them to participate in decision making processes that affect their practice. Developing strategies which allow male academic staff to visit male secondary schools to change their attitudes towards nursing and attract them to nursing field. Take practical steps to make shared governance work. Furthermore, Egyptian academic nursing staffs need to raise their awareness about the essential principles for SG. Lastly, only through a renewed commitment to open communication among all academic staff will have great impact on shared governance and improve outcome of universities. . More research need to be conducted to determine how to prepare managers to resign some power while supporting the efforts of shared governance councils. However, the more critical need is to conduct research to determine how to prepare shared governance council chairs and members to assume new roles. For further research is necessary to pre and post implementation of shared governance model and evaluate its effectiveness on academic staff, president, and institution outcome and investigate the barriers shared governance application in Menoufia and Tanta universities.

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